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The Sixty-Eighth ANNUAL REPORT 1973

Alberta
Dept of EDUCATION

The Sixty-Eighth ANNUAL REPORT 1973

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Alberta

EDUCATION

Note: This volume of the Annual Report for Alberta Education is for the period July 1, 1972 to June 30, 1973. Alberta is served by two departments, Education and Advanced Education. A copy of the annual report of Advanced Education may be obtained by contacting that department. Certain financial tables showing revenues, expenditures, and debenture borrowings for each school division, district and country are of interest to a very limited audience. A supplement containing these tables is available on request from Alberta Education, 800 Executive Building, Edmonton, Alberta.

Details concerning operation of the Technical Institutes, the Alberta Vocational Centres and the Student Finance Board will now be found in the Advanced Education Annual Report.

The 1973 Annual Report of the Department of Education is set in 10 Point Univers 55. Headings: 14 Point Univers Bold; Captions: 11 Point Univers Bold — and printed by L. S. Wall, Queen's Printer.

Edmonton, February 1974.

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Edmonton, Alberta, 1974

To His Honour

J. Grant MacEwan
Lieutenant Governor of the Province of Alberta

Sir:

I have the honour to transmit the Annual Report of Alberta Education for the School Year 1972-73.

I remain, Sir, your obedient servant.

Louis D. Hyndman, Minister of Education.

REPORT OF THE DEPUTY MINISTER

Dr. E. K. Hawkesworth

I have the pleasure and honour of submitting the Annual Report of Alberta Education for the year ended June 30th, 1973.

Several changes have been made in the organization of the Department during the period. An Early Childhood Services Branch has been formed under Director Dr. H. I. Hastings to implement and coordinate new government programs for the development of pre-school services to children. Mr. J. C. Meek has been appointed Coordinator for projects submitted by school boards under the Educational Opportunities Fund. Planning of the Alberta Educational Communications Corporation has been carried forward by Mr. R. A. Morton. Additional programs for providing services to the Learning Handicapped have been implemented. New approaches to providing school facilities have been taken, others are still under intensive study.

During the year, independent, services for Finance Statistics and Legislation have been developed by Alberta Advanced Education thus terminating the joint services provided by Alberta Education.

The activities of the Cabinet Committee on Education in receiving reactions to the Report of the Commission on Educational Planning stimulated discussion on a number of educational issues and resulted in positive action in early childhood services, abolition of compulsory Grade XII departmental examinations, and continued reorganization of the department. A large number of topics and issues are under continued consideration and study.

A new School Foundation Program Fund provided payments based on pupil enrolment with formula grants projected for a three-year period to enable school boards to develop longer term future budgets.

A number of other study papers and reports have been completed on such topics as Teacher Aides, and Native and Intercultural Education to provide background information or tentative position papers to the Minister of Education and Cabinet.

Regional Offices continue to provide excellent regulative, service, and consultative functions to school boards and related agencies in the province. Members have been particularly active in assisting with development of appropriate projects for funding under both the Educational Opportunities Fund and the Early Childhood Services program. Other sections of this Report provide more detailed information on these activities.

The Government has continued its interprovincial and international commitments through participation in the activities of the Council of Ministers of Education of Canada, The Canadian Education Association, the Organization for Economic and Cultural Development, and the United Nations Educational, Scientific and Cultural Organization.

Department staff have also participated by providing leadership in or attending a significant number of national and continental conferences and seminars.

The shift in priority from vocational education at the secondary level of the 1960's to the preschool and elementary level for the 1970's will be accompanied by extensive review and evaluation to monitor effectiveness of new programs and to identify new areas requiring attention. It is the continuing objective of the Government to maintain high standards of educational service at every level while constantly seeking opportunities for improvement.

REPORT OF THE ASSOCIATE DEPUTY MINISTER

Dr. J. S. Hrabi

The Associate Deputy Minister exercises supervision over the Division of Instruction. The Division was enlarged by the establishment of the Early Childhood Services Branch. In addition to the newly established branch, the Division includes the Field Services, Special Educational Services and Curriculum Branches, as well as the Office of the Registrar and special funding activities.

The functions of the Early Childhood Services Branch are outlined in a policy paper entitled "Operational Plan for Early Childhood Services" adopted by the government. In brief, the branch's long-term responsibilities are for programs for children aged 0-8. In the initial stages, the responsibility of the branch will be limited to programs for children aged 4½ - 5½. In the development and administration of programs, the Early Childhood Services Branch must liaise with other branches of Alberta Education, with other departments of government, and with other significant referent groups. This type of co-ordination is achieved through the establishment of an Early Childhood Services Co-ordinating Council, chaired by the Associate Deputy Minister, and with representation from such groups as the Alberta School Trustees Association, the Alberta Teachers' Association, as well as the Departments of Culture, Youth and Recreation, Health and Social Development, and Advanced Education.

The Educational Opportunities Fund was established to emphasize a government priority in the area of elementary education and to provide funding of compensatory education projects. An internal policy committee, chaired by the Associate Deputy Minister, consisting of representatives from the Field Services, Early Childhood Services, Special Educational Services and Curriculum Branch was organized to co-ordinate departmental action respecting the Educational Opportunities Fund with related activities in Early Childhood and in Special Educational Services. The Field Services Branch was involved because it is an integral dimension of the implementation of programs in all other areas, and the Curriculum Branch because of implications for program development.

Exclusive of the proposals submitted under the Educational Opportunities Fund, 33 special projects from 19 Alberta school jurisdictions were funded. Some of these were continuing projects from the now-defunct Innovative Projects fund and some were new projects funded as special projects. Slightly less than $300,000 was paid out on these projects during the 1972-73 school year. Of the 33 projects, 19 were completed during the year and bulletins on many of these were sent out to all school jurisdictions, outlining project purposes and results. Projects involved everything from preschool education to educational expenditure analysis. Of particular significance were community-school projects, the cross-age helping concept, student audio-visual productions as a vehicle for student recognition, early childhood pilot programs, development of pictorially programmed Canadian curriculum materials for Junior High Industrial Arts multiple-activity labs, and a special education services contracting model which provided the impetus for the Learning Disabilities Fund.

Significant developments occurred in the area of meeting the needs of learning disabled, with three delivery systems, being utilized under the Learning Disabilities Fund. In the Peace River Zone, services were provided through a team of specialists associated with and under the supervision of the Grande Prairie Regional Office of Alberta Education. In the Red Deer Zone, services are provided under the jurisdiction of a regional board established under section 24 of The School Act. In the remainder of the province, school boards are eligible to receive up to $10 per elementary child to obtain the services of qualified persons for the purpose of diagnosing and assisting children with perceptual and learning disorders. An evaluation of these delivery systems by an agency or individual external to Alberta Education will assist in making future policy decisions.

In the area of teacher education, the Ministers of Education and Advanced Education approved the raising of the minimum requirement for initial certification to four years of teacher education, including a degree, beginning in 1977. A condition of this approval was that the preparation program include an extended practicum equivalent to one semester of study.

One of the major activities of the Associate Deputy Minister during the year included collaboration with Mr. Leigh Hill, Research Assistant to the Deputy Minister, in the preparation of a paper entitled "Reorganization of the Department of Education: A Proposal." The development of this paper was motivated by several factors, including an evaluation by department staff of their activities and by recommendations regarding the organization of Alberta Education contained in the Worth report — "A Choice of Futures." The establishment of the Early Childhood Services Branch was in accord with recommendations in this paper. The paper will also serve as one source of input upon which to base future decisions.

EDUCATION FACTS

Alberta
EDUCATION

EDUCATION FACTS

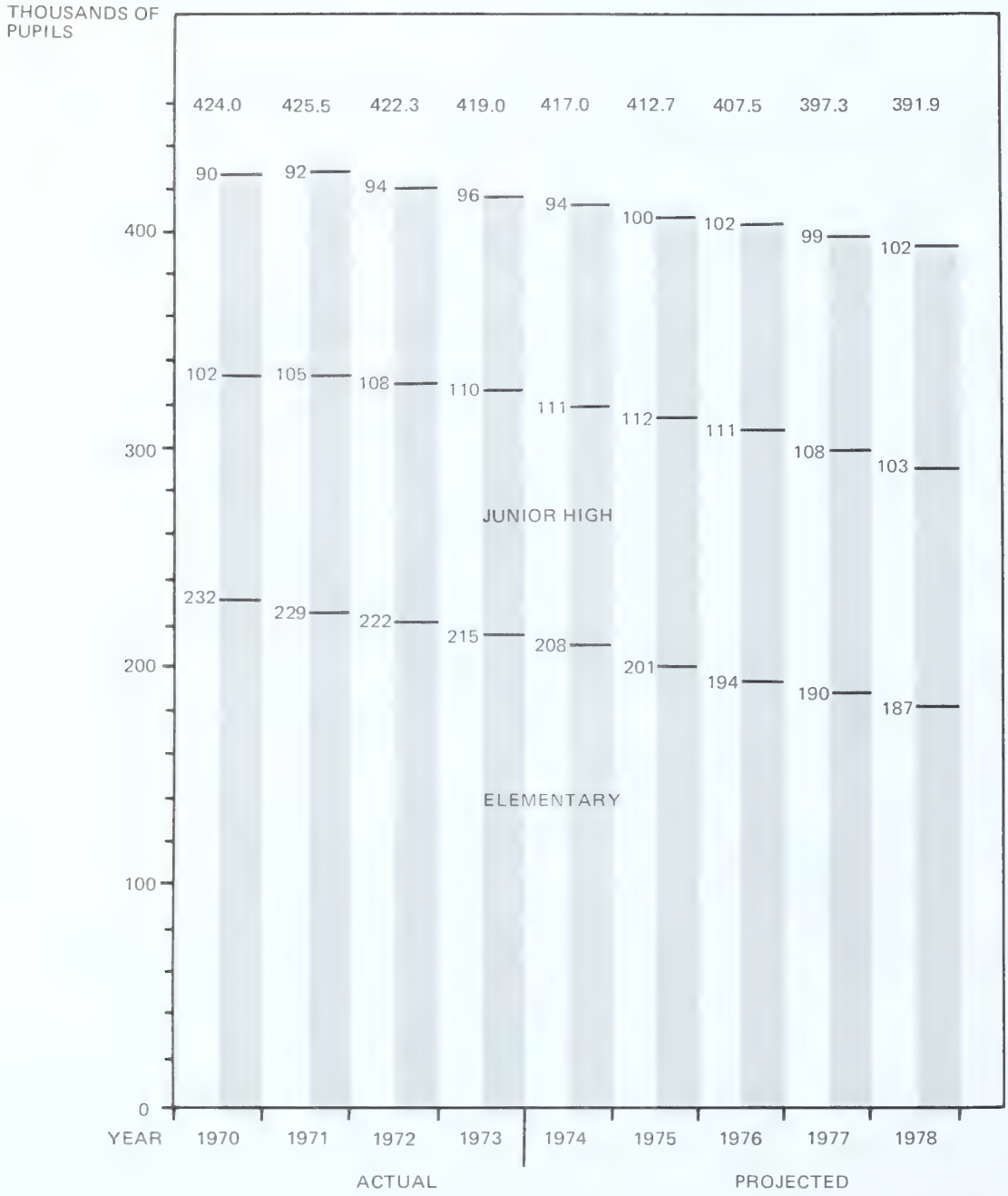
- In 1972-73, Alberta schools enrolled 422,333 pupils, 347,728 in the public system and 74,605 in the separate system.
- The average cost of educating each of these pupils was $950.22.
- Edmonton schools registered 103,905 pupils and employed 5,430 teachers.
- Calgary schools registered 102,601 pupils and employed 5,342 teachers.
- During 1972-73, Alberta schools employed a total of 22,272 teachers. In 1972-73, the average salary was $11,522.
- From July 1, 1972 to June 30, 1973, 46 school building projects (new buildings or additions) were approved for construction, at a total estimated cost of $13,376,298. They provided for 706,434 square feet at an average cost of $18.93 per sq. ft.
- In the fiscal year ended March 31, 1973 $333,721,334 was paid for the education of Alberta children under the provisions of the School Foundation Program Fund and the School Grants Regulations. This included $224,628,950. from provincial revenues. Approximately 58.5% of the amount paid under the Fund and Grants came from general revenues of the province. The remainder was from the provincial levy on property.
- Alberta's total equalized assessment for 1973 was $4,213,768,650; the levy for school purposes was 28 mills.

THE SCHOOL POPULATION

Alberta

EDUCATION

SCHOOL POPULATION CHANGES IN ALBERTA



Elementary enrolments are now dropping rapidly.
Junior High enrolments will increase to 1975, then decline.
Senior High enrolments will increase to 1976, then decline.

PARTICIPATION RATES IN PUBLIC SCHOOL PROGRAMS BY YEAR OF AGE

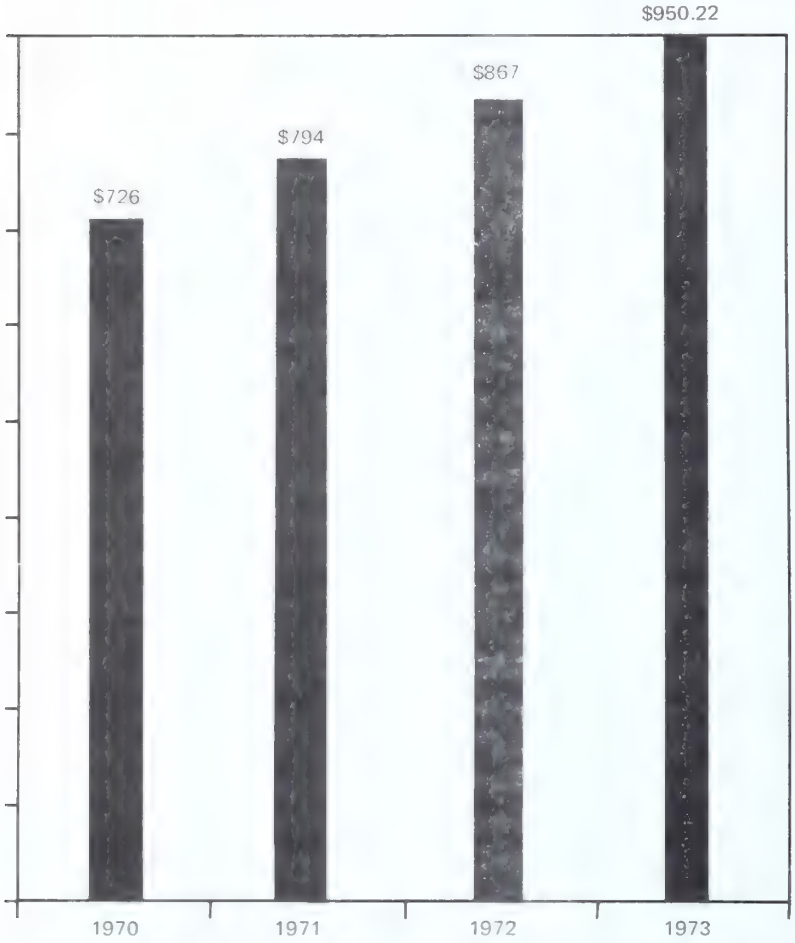
* Additional pupils are enrolled in private schools, and schools operated by the Government of Canada.

** Includes pupils 19 yrs. and older registered in public school systems.

Comment: While almost all children of age 6 to 15 are enrolled in public schools in Alberta, nearly 20,000 persons of ages over 14 and less than 18 appear to have withdrawn from school.

AVERAGE EXPENDITURES PER PUPIL

In 1972-73, it cost $83.26 more to educate a pupil than in 1971-72.



CURRICULUM DEVELOPMENT

Alberta
EDUCATION

REPORT OF THE DIRECTOR OF THE CURRICULUM BRANCH

Dr. E. A. Torgunrud

Associate Directors:

Dr. J. D. Harder (Business, Home Economics, Industrial Education)
Mr. G. B. Hawley, Acting (Mathematics, Science)
Dr. P. A. Lamoureux (Second Languages)
Mr. R. A. Morton (Alberta Education Communications Authority)
Dr. H. G. Sherk (Social Studies, Social Sciences, Cross Cultural)

Secondment:

Dr. M. Thornton (Language Arts)

Editor:

Mr. K. J. Elves

Librarian:

Mrs. H. Skirrow

BRANCH ACTIVITIES

Change in personnel and roles continued to dominate the scene in the branch. Although continuing to be listed as staff members, Dr. Hastings and Mr. Morton spent the major portion of the year in developments in the areas of Early Childhood Services and the Alberta Education Communication Authority, respectively. As a consequence of these and other changes in personnel and role, the completion of the study of the goals of basic education and the restructuring of the branch did not progress as had been anticipated. Dr. Harder joined the branch with curricular responsibilities of Business, Home Economics and Industrial Education previously held by Dr. Sherk. The latter redirected his attention to cross cultural education while continuing responsibilities in Social Studies and Social Sciences.

The tempo of involvement at local, provincial and national levels accelerated, as did the articulation and coordination activities among the departments of provincial governments. At last count there were twenty-three federal programs in bilingual education with which the associate director of second languages was concerned. The expansion of responsibilities from local to national levels has made excessive demands upon staff. Role clarification and priority establishment are required to stabilize operations.

CURRICULUM DEVELOPMENT

The past year was spent completing development in selected areas and in establishing a perspective for consolidation and implementation. Considerable time and money was spent in exploratory work in the identification, evaluation and production of materials which could facilitate the in-servicing of teachers in recent curricular developments.

A number of themes cutting across traditional lines of discipline have emerged. The major themes were; the conversion to the metric system, environmental studies, controversial issues, and accountability as it relates to basic skills. For purposes of articulation and coordination these were handled by a person seconded from the Field Services Branch.

A third dimension of curriculum development was the emerging emphasis upon cross-cultural education. Survey visits were made to other provinces, selected states in the United States, and to the Northwest Territories. A report was prepared and will provide one basis for policy developments.

Closer liaison between the audio/visual services and the curriculum branch became more pronounced. It is planned to extend this articulation to include the relationships with the Alberta Education Communications Authority.

ITEMS OF JOINT INTEREST TO BOTH CURRICULUM BOARDS

A single statement of the goals of basic education for Grades 1-12 was prepared and adopted in principle by the Elementary and Secondary Curriculum Boards. Final adoption of the statement was slated for the fall of 1973.

Accountability, both as it related to the evaluation of programs and to the system of program accounting and budgeting was discussed. Recommendations for further review and establishment of policy were made. The principles related to controversial issues were also discussed and provided input for a policy statement which was released at a later date.

ELEMENTARY CURRICULUM BOARD

Language Arts — A new program was recommended and accepted for implementation in September 1974. This Language Arts program emphasizes an approach which gives the children an experience in language rather than emphasizing the teaching about language. In order to integrate more fully the Language Arts program with reading and other related activities, a Language Arts Policy Committee was formed to review developments in this area.

Mathematics — Although developmental work in programming has not been initiated, an Ad Hoc Committee is presently reviewing the mathematics program with respect to the following questions:

(a) How appropriate is the Elementary Mathematics Program in terms of needs perceived by parents, children and administrators?

(b) How appropriate is the Mathematics Program in terms of the psychological and sociological concerns of the present day?

French as a second language — A program in French as a second language in the early school years was recommended and accepted on an optional basis.

SECONDARY CURRICULUM BOARD

Business Education, Shorthand — The piloting of some Business Education courses begun during 1971-72 was carried forward into 1972-73. The shorthand program in Alberta high

schools was revised from a maximum of 15 credits per student to a maximum of 10 credits.

Home Economics – New Home Economics courses were available for introduction in the fall term of 1973, with the expectation of phasing out all former Home Economics courses by the fall of 1974.

Industrial Education – New Industrial Education course content modules were made available for introduction in September. The name of the "Industrial Arts General" course was changed to "General Technology".

Language Arts – The study of the novel was added to the junior high school program.

Mathematics 31 – The curriculum was changed to include two parts: "calculus" and "vectors and matrices".

Library Services – The Alberta Education Library continues to serve the professional and office staff members of Alberta Education. The library staff, one professional librarian and a half-time clerical assistant was again supplemented this winter by a professional cataloguer for two months who catalogued the books received from the Human Resources Research Council and the Worth Commission. The cataloguing of the regular collection was completed with only the backlog of documents and papers yet to do.

The major project for the spring and summer period, undertaken by two professional librarians through the STEP program, was the reorganization of the periodicals collection, development of a Kardex file, and providing a content service to all Directors. The service provided is increasing in the reference and research area, and decreasing in the curriculum resource area.

EDITORIAL SERVICES

The editing and printing arrangements for curriculum publications are carried forward by the Curriculum Branch editor. In addition to editorial responsibilities, the editor maintains an information service whereby requests for information are handled either by sending published materials, by personal letter or by referral to other agencies.

CURRICULUM BRANCH PUBLICATIONS – NEW PUBLICATIONS

Elementary Program of Studies Replacement Sheets
Elementary Social Studies Resource Materials
Business Education Program
Communications 21 and Literature 21 Guide
Data Processing Guide
Home Economics Guide
Home Economics Handbook
Home Economics Resource Materials
Industrial Education Guides
- Auto Body
- Automotives
- Beauty Culture
- Building Construction
- Commercial Art
- Electricity – Electronics
- Fashion & Fabrics
- Food Preparation
- Graphic Arts
- Health Services
- Machine Shop
- Visual Communications

Junior-Senior Handbook
Junior High Typewriting
Law 20
Record Keeping
Resource List for Secondary Social Studies
Secondary Language Arts
Senior High School Program Replacement Sheets
Shorthand

REPRINTS

Elementary Social Studies
Food Preparation
French 31
German (Secondary)
Junior High Health
Junior High Science
Junior High Typewriting
Mathematics 15 & 25

MISCELLANEOUS NEW ITEMS

Annual List
Curriculum Bulletins (2)
Driver Identification Cards
Report on Chemistry and Physics Survey
Resource Evaluation Handbooks
Science Questionnaire

AUDIO VISUAL SERVICES BRANCH

E.A. Torgunrud (Acting Supervisor)

The Branch provided services in the areas of School Broadcasts and other media production, Visual Education, and Curriculum Resources. Media Production, other than that designed for first use on television or radio, was added to the services this year. The Branch also co-operated with the Alberta Native Communications Society in producing a radio series on native culture and native issues. Plans are for this co-operation to be increased in the future.

INTRODUCTION

Long-range plans indicated further production scope for Alberta School Broadcasts through the use of the Alberta Educational Broadcast Corporation facilities. Some liaison and co-ordination meetings took place and a number of Alberta School Broadcasts were included in the Corporation schedules.

RADIO

School radio programs were broadcast to Alberta schools by CKUA Edmonton at 11:00 a.m., CHEC-FM Lethbridge at 10:45 a.m. and by the CBC radio network at 2:03 p.m. Programs ran from October to May.

CKUA production facilities were leased to present about 120 fifteen-minute programs. The same programs were carried by CHEC-FM Lethbridge so that most of the province was covered.

Preparation of approximately 150 half-hour CBC school radio

programs broadcast on the CBC network were carried out as follows:

i) Provincially,

ii) Regionally, in co-operation with the other Western provinces.

iii) Nationally, in consultation with all the provinces, the CBC and the Subcommittee for Media Programming of the Council of Ministers of Education and its Broadcast Group.

Teachers using radio programs registered with the Branch and ordered printed materials which accompanied the programs. Based on these registrations, the average Alberta student listened to approximately 5.3 School Broadcasts radio programs during 1972-73. Total registered audience for all School Broadcast radio programs was 14,125 classrooms or approximately 424,750 students.

The Dawson Creek radio station CJDC repeated the Native Communications Society series Kis-Ke-Yem-So locally, but there were no audience figures for these broadcasts.

TELEVISION

Approximately 160, mainly half-hour, television programs were produced:

i) Provincially,

ii) Regionally, in co-operation with the other Western provinces.

iii) Nationally through the Subcommittee for Media Programming of the Council of Ministers of Education.

Limited CBC studio and film production time necessitated the use of freelance film producers for some work. Alberta School Broadcast films became part of the Branch film library and of the Provincial Videotape Dubbing Centre. They were also often loaned to other agencies and groups. Several School Broadcasts films won awards last year. "Bill before the House" won the Jury's Prize for television in the Japan Awards. "Prairie Spring" won an Ohio award. "Father Lacombe" won a prize for the best educational film production at the Canadian Educational Communications Conference and "The Establishment: Dial 9 to Get Out" won an honourable mention in the same competition. All new productions were in color. School Broadcasts provincial programs were repeated 9 and 10 days later on CBC's Channel 11, MEETA at 1:35 p.m. The audience figures which follow do not include these repeats on MEETA.

Teachers intending to use television programs registered with the Branch and ordered the printed material which accompanied the programs. Registrations indicated that the average Alberta student in a registered classroom viewed 7.9 programs, an increase of 1.6 from the previous year. Total registered audience for 1972-73 was 12,615 classes or approximately 400,000 students.

VIDEOTAPE DUBBING CENTRE

Provincial television programs were available on videotape from the provincial dubbing centre after the telecast. Plans were being made to include Western Regional programming in the Dubbing Centre.

AUDIOTAPE DUBBING LIBRARY

The Branch maintained an audiotape master copy of all its radio programs in the audiotape library and provided dubbed copies to those schools requesting this service. The demand in this area continued to be high, both for Branch radio programs and foreign language lessons. An average of 1500 programs per month were dubbed as a free service to Alberta teachers. School districts which have large media centres were supplied with master tapes just as radio stations were, and such districts did their own dubbing for local schools from these masters.

Talking books on both normal speech rate tapes and compressed speech audiotapes were available. Some tapes were produced especially for the library and some were obtained through various commercial sources. Programs produced in co-operation with the Alberta Native Communications Society were held in the library.

OTHER MEDIA PRODUCTION

Plans were made for School Broadcasts to use the facilities of CARET in Calgary and outside producers in order to undertake production not designed for first use on radio or television. Plans included:

i) fifteen videotapes on the subject of Lifetime Sport to be used in physical education programs,

ii) five ethnographic films which were currently under production,

iii) a filmstrip and audiotape kit for language arts practice, to be sent free to all elementary schools in the province.

There are long-range plans for other slide/tape and film productions as well.

CURRICULUM RESOURCES

The primary responsibility of this section was the dissemination of information on new curricula through a variety of audiovisual materials. The section worked closely with Curriculum Directors, Curriculum Committees and Education Consultants in the production of programs which illustrated the objectives of curricular change.

A second major operation of this section was the acquisition of commercially-produced materials in the field of in-service education and curriculum development. The Professional Resources Library now contains 550 items for distribution to educators across the province. An established feature of the library was the exchange of university-produced videotape programs.

The section offered the following services to school systems:

1. Professional Resources catalogue of 550 items distributed to Superintendents, Principals, ATA Specialist Councils and Faculties of Education.
2. Planning and production of media in a variety of formats.
3. Operation of a small-format TV studio.
4. Consultative reports on media services and utilization.
5. Teacher in-service workshops on media production.
6. Monographs on aspects of design and implementation of learning systems.

The section made two presentations at the Vancouver Educational Communications Conference and approximately 20 other presentations to Alberta educators. Continued demand from schools for small-format TV production workshops led us to reprint **Television Production** and publish an illustrated booklet on **Videotape: The Alberta Experience**.

Demand for production services was high, with 30 programs being completed during the year. A new departure was the co-operative programming with the Department of Culture, Youth and Recreation. This consisted of videotapes on Provincial Museum and Archives extension services available to teachers, a modular series on creation of Habitat exhibits and an informational resource kit. Besides these productions there was a workshop in VTR television use and consultations on video production as well as liaison between the Museum, the Curriculum Resources section and the Provincial Dubbing Centre. A series of programmed Early Childhood Education videotapes mirrored the Department's thrust in the area. Considerable time was spent in the planning of Alberta's IN-STEP, a teacher in-service project of the Curriculum Branch. Other areas of production involved school libraries, guidance, Canadian studies forum and science fairs.

VISUAL EDUCATION –

16 mm FILMS

The Audio Visual Services Branch has operated 16 mm film service to schools since 1945. During 1972-73 film loans of 1,979 titles and 4,743 prints were extended to 674 schools. During that time 22,845 items were shipped in response to direct requests from schools.

In addition, where schools or school jurisdictions had set up cooperative IMCs, the Branch deposited blocks of films for extended periods varying from 30 days to 10 months. There were 12 such systems and they received loans to a total of 8,305 films.

The film library was constantly being up-dated through the weeding out of old and obsolete material and the acquisition of newer, more relevant, films. Approximately 240 new titles involving 750 prints were purchased. After 85 withdrawals, this represented a net gain of approximately 650 films.

FILM ACQUISITION AND EVALUATION

In the past an evaluation committee comprised of classroom teachers represented the elementary, junior and senior high school levels. Other evaluations were done by subject area specialists and Visual Education staff.

To make selections more relevant to classroom needs, a system was devised to involve both teachers **and** students in the selection and evaluation process. This experiment proved to be very successful, and steps were taken to involve more teachers and more students in this process.

This year, such evaluations accounted for 40 to 50% of the Branch film purchases. It is hoped that next year this figure will be increased to 70 to 80%.

LEARNING RESOURCES CATALOGUE

In June 1972, the Provincial Videotape Dubbing Centre and the Audiotape Library became the responsibility of the Learning Resources section. This presented a cataloguing problem. It was decided that it would be more meaningful if all resources pertaining to curriculum topics were listed in one catalogue in such a way as to give teachers the greatest flexibility of choice in selecting suitable instructional materials for use with their students. The new Learning Resources Catalogue, released in June 1973, was the result. It listed all materials such as 16 mm film, videotape, audiotape and 35 mm slides which pertain to each topic. This was a well-designed, professionally produced document which more accurately reflected the resources available from the Audio Visual Services Branch. This catalogue will be up-dated annually and will be completely reprinted every three years.

MULTI-MEDIA KIT EVALUATION

The Branch continued its evaluation of multi-media kits and published monographs incorporating the results. Two monographs at elementary and secondary levels were published and distributed to schools.

PROVINCIAL VIDEOTAPE DUBBING CENTRE

The Provincial Videotape Dubbing Centre has over 1,200 programs on one-inch masters and from these disseminated about 125 programs per week to schools. Plans to add about 200 more programs were made.

This year the services of the dubbing centre were extended on a limited basis to the Community Colleges.

AUDIOTAPE LIBRARY

New programs were added from programs produced by Alberta School Broadcasts and the Centre for Cassette Studies. The principal emphasis here was in Language Arts and Social Studies.

The audiotape library also added a number of French language tapes, designed primarily for use in second language instruction.

FILMSTRIPS

The revised filmstrip preview and evaluation service is in its third year and indications were that it continued to be well received. A second report and resource list was in the process of preparation and should be available on request at the beginning of 1974.

REGIONAL FILM LIBRARIES

Searches for new methods of improving film service and for ways in which films can be located physically closer to the classroom were continued. The concept of regional film libraries was investigated.

Within the past year two pilot projects were set up with the South Central Alberta Film Federation in Calgary and the South Peace Film Federation in Grande Prairie. Our assistance was in the tangible form of a core block of films; some assistance was given in the acquisition of more up-to-date Canadian films. Both were two-year projects and an evaluation of them gave the Branch valuable information for a comparison of this alternative and others presently under consideration.

SPECIAL EDUCATION SERVICES

Alberta
EDUCATION

REPORT OF THE DIRECTOR OF SPECIAL EDUCATION SERVICES

Dr. E. J. M. Church

The Branch includes the following activities:

1. Education of deaf children through the Alberta School for the Deaf;
2. Education by correspondence through the Alberta Correspondence School.
3. Counselling and guidance in the schools through the office of the Supervisor;
4. Special education through the office of the Supervisor;
5. Regulation of private institutions offering basic education;
6. Regulation of summer schools and extension programs offered by school boards;
7. Regulation of proposals by school boards to provide service to children with learning disabilities under the Learning Disabilities Fund.

MAJOR CHANGES

Commencing April 1, 1973:

1. Private kindergartens became the responsibility of the Director of Early Childhood Services;
2. Examinations and Test Development became the responsibility of the Director of Research, Development and Examinations.

PRINCIPAL ACTIVITIES –

1. LEARNING DISABILITIES FUND

A major task of the Branch was the establishment of procedures for administering the Learning Disabilities Fund whereby monies were made available to school boards for the diagnosis, assessment, and remediation of children with learning disabilities. Arrangements were made to establish a registry of persons qualified in the following areas:

a) diagnosis and assessment;
b) program development;
c) speech therapy;
d) remedial instruction.

A special review committee under the chairmanship of the Supervisor of Counselling and Guidance was established to deal with special appeals [redacted]

Regulations were prepared for financial assistance to school boards providing services through qualified diagnostic and remedial staff for pupils with learning disabilities.

The Learning Disabilities Fund operated in conjunction with the Educational Opportunities Fund and the Early Childhood Services Fund.

The Branch continued to monitor the two projects in learning disabilities previously established by the government. These are:

a) the Learning Assistance Centre at Grande Prairie;
b) the Learning Assistance Field Services project at Red Deer.

2. SPECIAL EDUCATION GRANTS

New guidelines were developed for the payment of grants for special education. These guidelines reflected a new policy of supporting special education under a variety of arrangements involving

a) teachers in charge of special classes;
b) resource teachers and itinerant teachers;
c) education clinics and resource centres.

These guidelines for the first time recognized classes for blind children required to use braille and special vocational classes such as those in L. Y. Cairns Schools in Edmonton.

3. EDUCATION REGISTRY FOR THE HANDICAPPED

A registry of handicapped children was initiated.

4. RESOURCE CENTRE FOR THE VISUALLY IMPAIRED

In pursuing the policy of placing blind pupils, in regular classrooms close to their homes whenever possible, the Consultant for the Visually Impaired has expanded the services of the Resource Centre for the Visually Impaired where necessary texts and reference materials are produced in braille or on tape and loaned to blind pupils in regular classrooms.

In addition to new materials in the Resource Centre, the new position of Technician has been added to the Branch in order to improve services available to blind students who are attending regular schools in Alberta.

5. PRIVATE SCHOOLS

There were no new developments in the regulation of private schools.

Local school authorities appear to be increasingly reluctant to enter agreements with Hutterite colonies to provide public education. A few Hutterite schools have applied for private school status. During the year under review 50 private schools were in operation with a total enrolment of 5,950 pupils. This represents 1.2 percent of the total enrolment in Grades I to XII in 1972-73.

6. PRIVATE CORRESPONDENCE SCHOOLS

In the past year there were four private correspondence schools operating in the province. Regulations regarding

private correspondence schools were amended so that all companies selling correspondence courses in Alberta must be registered under The Companies Act of the Province of Alberta.

7. PRIVATE TUTORING SCHOOLS

In the past year there were two private tutoring institutions operating in the province.

ALBERTA SCHOOL FOR THE DEAF

P. Freemantle (Acting Superintendent)

At the beginning of the 1972-73 school year 150 pupils were enrolled. During the year one more transferred from Calgary and one from Edmonton. One joined the Learning Centre and the other was placed in the regular deaf classrooms.

LEARNING CENTRE

The Learning Centre provided a necessary component of the total school program. Seventeen students went through this program.

RESOURCE CENTRE

The Resource Centre, through assessments, family guidance and internal referrals had direct contact with 19 hearing impaired pre-school youngsters, 112 students and 29 deaf adults, 162 parents and 225 professionals. During the latter part of the Easter break, the first Family Workshop was offered to 128 people from Calgary, Camrose, Edmonton, Leduc, Strome, and Wetaskiwin. Close liaison between the school psychologist and the University of Alberta was maintained.

The Consultant in Family Service was very active in court interpreting and travelling to visit homes of youngsters. The Vocational, Rehabilitation and Placement Officer travelled many miles to discuss plans and vocational opportunities with parents. He also conducted 29 interviews for training programs, 40 follow-up sessions with students who had been placed in employment and 77 classes in counselling.

The School continued to co-operate with the Edmonton Clinic in performing diagnosis and assessments on hearing impaired children. The Alberta School for the Deaf is a member of the Educational Placement Committee (Edmonton) which reviews and places children referred by the Clinic into appropriate programs.

Eighteen students were enrolled in vocational programs in selected Vocational High Schools on a half-time basis. This program is in conjunction with the Edmonton Public School Board and the Government.

IN-SERVICE

An added program during this year was an in-service for parents offered every other Friday afternoon. This program was geared for parents of beginning youngsters, but parents of older children also participated. The program included discussing problems of deafness, teaching sign language and fingerspelling to parents.

Ninety-seven tours were conducted for the University, community agencies, clubs and societies. These tours involved some 1,170 people. A group of youngsters and two adults from the Vancouver School for the Deaf and the Saskatchewan School for the Deaf visited. Arrangements are being made for the 1973-74 school year for a group from Nova Scotia to visit us and a return visit by our students to Nova Scotia.

STAFF DEVELOPMENT

A successful staff workshop was held in February to discuss various aspects of deafness. Also included were areas of interest to the dining room, houseparent and domestic personnel. Teachers attended parts of this workshop and also participated in the Greater Edmonton Teachers' Convention. Attending this workshop were teachers from the Windsor Park School hard-of-hearing program.

At the close of the year eight students graduated into the world of work. All were successful in obtaining initial employment.

ALBERTA CORRESPONDENCE SCHOOL

Berthold Figur (Director)

The year 1973 is the Golden Jubilee Year of the Alberta Correspondence School. It is also the year in which the School assumed its present name.

Education by correspondence began in 1923 because a number of children living in unorganized areas could not attend school. To quote from the report of the Supervisor of Schools, in the 1923 ANNUAL REPORT OF THE DEPARTMENT OF EDUCATION:

> *"At the opening of the fall term, at your suggestion, a survey was made to ascertain if there were any considerable number of children living in isolated neighborhoods, and so without school facilities. It was thought that in the case of younger children, sufficient direction might be given the mother to enable her to teach the beginners in reading, writing, and numbers. In a short time it became apparent that there were many such children, and that such a service as that suggested would be welcome. Application forms were drafted, instructions prepared, and lessons outlined. By the end of the year nearly one [redacted] enrolled for the lesson outlines. Many of the pupils are very keen for [redacted] and return their exercises very promptly. If one may judge from the enthusiasm of the students, the opportunity thus given is very greatly appreciated."*

The service grew rapidly. In its second year of operation 350 students were enrolled, by 1925, 700 students were taking correspondence courses. The service soon covered Grades I to VIII; in the 1930's senior high school courses were added to the program, and adults began to enrol. The growth has been rather steady. The enrolments during the 1972-73 school year, depict the extent to which correspondence education has become an integral part of Alberta's educational service.

ENROLMENTS ACCORDING TO CLASSIFICATION

In its first year of operation the Alberta Correspondence School provided services only to students in isolated areas; during the second year the service was extended "to include students who live in districts where the school is not in operation" (ANNUAL REPORT, 1924). Breakdown of enrolment is contained in the Statistical Appendix.

TRAVELLING TEACHER

The travelling teacher covered 8,361 miles in her work during the 1972-73 school year. She visited all parts of the Province, except the Slave Lake and Fort McMurray areas, the extreme south-east corner, and the area west of Cowley and Pincher Creek. The two areas in the north had to be by-passed because of unfavorable road and weather conditions, and the southern areas because of shortage of time. Altogether, 520 students were contacted in person or by telephone.

The travelling teacher also contacted 48 educators in their own offices; these included regional co-ordinators, regional consultants, superintendents of schools, principals, teachers, and educational officers in correctional institutions. Fifteen persons in other offices dealing with correspondence students were visited as well; namely, persons in offices of Canada Manpower, Departments of Health and Social Development, Lands and Forests, Agriculture, and Indian Affairs. One industrial complex was included in the itinerary.

The reception accorded the travelling teacher was very good; adults, parents of elementary students, and teachers in the Hutterite Colonies were particularly pleased to have the opportunity of discussing problems with the travelling teacher. Invalids were glad to be able to make a personal contact with the School. Problems, both personal and academic were discussed.

LIBRARY SERVICES

Newer courses, giving students a wider latitude in choosing reading material, gave rise to an increase in the demand for book loans. As shown in the Statistical Appendix, there was an increase in demand over last year, at all grade levels.

PROGRAM AND STAFF DEVELOPMENT

During the year courses were revised and new ones written to keep the program in line with new curricula and adult needs. In the elementary section, the work proceeded at all grade levels; in the junior and senior high school sections 23 courses were written. Several others were revised.

The use of radio and television media was extended. Four groups of teachers, covering four subject areas, were involved in the phone-in program conducted in co-operation with Radio Station CKUA in Edmonton, and a second course (electronics) was televised over MEETA's Channel 11.

Twenty-nine teachers took university credit and extension non-credit courses, and many participated in seminars, short courses, and professional conferences. There was also evidence of an increased use of professional reading material.

Staff mobility was normal; twenty new teachers joined the staff of the Alberta Correspondence School, some for temporary periods. Among those leaving the staff were seven teachers who retired. The retirees included the supervisor of the elementary section and the supervisor of mathematics in the senior high school section.

The mobility in the clerical staff was also normal.

1972 SUMMER PROGRAM

The total enrolment in the 1972 summer program was 1,581. Of this total, 93 students were registered in junior high school courses, 1,381 in non-departmental examination subjects at the senior high school level, and 107 in senior high school examination subjects. Sixteen temporary teachers assisted with the work of the summer program.

THE PHYSICAL PLANT

During 1972-73, the Alberta Correspondence School acquired an additional 3800 square feet of space. Air conditioning throughout the building was installed, improving the working conditions of the staff. A coffee shop was constructed.

COUNSELLING AND GUIDANCE

T. R. Mott (Supervisor)

The goal of the C & G Branch is to stimulate the continuing development of quality school counselling services throughout the province.

In line with this major goal, the following activities were engaged in during 1972-73.

PUBLICATIONS:

The Branch prepared and distributed the following publications:

1. Prerequisites to Post-Secondary Educational Opportunities.
2. Spotlight on School Personnel Services, (October February and May issues).
3. A catalogue of Standardized Tests Available for Perusal.

VIDEO-TAPES:

1. The Explorations in Career Planning Project.
2. Career Explorations – Part I Career Development.
3. Career Explorations – Part II Career Planning.
4. Job Hunting.

DATA COLLECTION: PROVINCIAL PUPIL PERSONNEL FIELD SURVEY

This survey collected the following kinds of information:

1. The locale and placement of pupil personnel workers (school counsellors, school psychologists, speech therapist (pathologist), school social workers, visiting teacher, home visiting teacher, pupil personnel administrators, clinicians) throughout the Province.
2. The amount of time allocated to school counselling personnel for Guidance purposes.
3. The professional qualifications and work experience of school counsellors.

EXPLORATIONS IN CAREER PLANNING PROJECT

This project was held in 12 centres throughout the province. Approximately 55 participating school jurisdictions involving 22,000 students and 4,000 parents and community people participated.

Provincial co-ordination and development of this project involved:

A. Planning meetings
   i) Meetings with the Steering Committee.
   ii) Meetings with each host school area with representation from the community at large (Chamber of Commerce, service clubs, school trustees, home and school associations) and school personnel (central office and school administration, students and faculty).
   iii) Large group meetings with information consultants from post-secondary educational institutions and government and the private sector.

B. Communication meetings
   i) Radio-talk shows and TV appearances.
   ii) Meetings with community groups at their request.

C. Evaluation meetings — (school personnel, information consultants, and steering committee).

COMMITTEE ACTIVITIES

The Supervisor continued to serve on various boards and committees within the government. In addition he served on the following outside boards:

1. Executive Council of the ATA Guidance Specialist Council, (all day meetings).
2. Board of Directors: Youth Involvement Program of Edmonton, (evening meetings).
3. Policy Committee of the Counsellor Leadership Seminar, (meetings and personal contribution to the program of activities).
4. The Council of Directors of Pupil Personnel Services.
5. Chairman of Steering Committee for Explorations in Career Planning Project.
6. Advisory Councils for counsellor education at the universities of Calgary and Alberta.

OTHER ACTIVITIES

1. Participation in three major school evaluations.
2. Planning local arrangements for the annual professional development conference for counselling personnel throughout the province.
3. Addressing conferences, school boards and various groups of educators at their request.
4. Hosting regional office guidance consultants for communication and in-service programs.
5. Conducting surveys involving two individual school jurisdictions to assess present and projected needs for the optimal provision of guidance services.
6. Special investigations.
7. Maintenance of an up-to-date library of psychological tests and provision of specimen sets for perusal to school personnel throughout the province.
8. Dissemination of career information to school personnel throughout the province.
9. Assisting superintendents regarding student and staff guidance needs.
10. Representation of the guidance field on various governmental committees.
11. To maintain an efficient office operation involving:
    a) dealing with correspondence
    b) planning of budgets for this appropriation
    c) various assorted sundry duties.

SPECIAL EDUCATION

K. T. McKie (Supervisor)

SPECIAL EDUCATION PROGRAMS IN THE SCHOOLS

The 1972-73 school year was marked by an expansion of special education services to more students, with emphasis on the extension of specialized services in non-urban areas. A second feature was the increasing variety of ways in which specialized services were provided by school boards and professional educators throughout Alberta to children whose educational needs go beyond what can be adequately provided by the regular classroom. The Alberta programs compared favourably to services available elsewhere in North America. The co-operation between various school boards in allocating the specialty areas and in admitting non-resident pupils to their special classes is fundamental to provision of specialized services in Alberta. There was increasing acceptance by school boards, school administrators, teaching personnel, and the general public, of the responsibility to provide needed educational services for atypical children. However, there are still many children in many areas of the Province who have not yet received the kinds of specialized educational services which would help them to progress adequately in school.

DEPARTMENT SUPPORT

The Department raised support for special education through the Special Education Teaching Position Grant to $7,500 on January 1, 1973 from $7,000 — more than double the 1969 amount. Tuition grants to private facilities operated by charitable organizations for the education of handicapped children were raised to $1,270 per school age student. The Department's share of this is 90% with the school boards paying the other 10%. Maintenance and transportation grants are also available as required by special education students.

The Department established a Learning Assistance Centre to serve the Peace River region and Learning Assistance Field Services (operated by a regional school board) to diagnose, prescribe, and help carry out remedial programs for learning disabled children in the Red Deer region. The Learning Disabilities Fund serves school boards elsewhere in the Province to supply or purchase similar services and complements the Special Education Teaching Position Grants.

TRAINING FACILITIES EXPANDED

A growing interest in the education of atypical children and the expansion of very fine training facilities at the Universities of Alberta and Calgary has resulted in increasing numbers of teachers taking training in this specialized area. The University of Lethbridge is also active in this field. While the percentage of teachers with some form of training in special education continues to grow, not all special class teachers are fully trained. Many regular classroom teachers were taking courses in the education of atypical children and that many of the techniques originally designed for children with various forms of learning disabilities were finding their way into "normal" classrooms.

CLASSES FOR MILDLY RETARDED CHILDREN

Mildly retarded children, who are usually termed "educable mentally retarded" formed the largest group of handicapped children in Alberta. They attended "Opportunity Classes". These children are unable to achieve academic work beyond the Grade three to seven level by school-leaving age but can perform non-academic tasks close to or at normal levels. A special curriculum suited to their needs and their particular learning difficulties is used.

The urban school systems have almost reached maximum service to opportunity classes — a result of successful identification and assessment facilities. Increasing knowledge and competence of the teaching staff makes it possible to maintain successfully more educable retarded in the regular school program. Some increase in classes for educable retarded children occurred in non-urban systems where specialized assistance to children is still in the developmental stages.

In 1973, the Department paid grants for 306 opportunity classes with a total enrolment of 3,354 students. This was an increase of three classes over 1972. The enrolment increased 230 over the previous year representing the continued extension of this special service.

Ten years earlier, in 1962, 25 school jurisdictions operated 69 opportunity classes for 889 students. The number of classes has increased since then 4.4 times and the number of children served by 3.8 times.

CLASSES FOR CHILDREN WITH SPECIAL PROBLEMS

Many children of normal or above average intelligence are unable to make satisfactory progress in the regular classroom because of some handicap or combination of handicaps — sensory, physical, medical, emotional, perceptual, neurological, psychological, or undiagnosed. Many of these children were placed in segregated classes which served the children's primary handicap. Some others were given the special attention they required by itinerant teachers who visited the children at home, at school, or at the hospital. Certain remedial services were provided at central points and the children came to these points for short periods of intensive work before returning to their own classes.

The interest in children with specific learning disabilities has seen the development of diagnostic services and treatment facilities, first in the urban systems, and more recently, in the non-urban systems. The non-urban school systems — through the combination of the Learning Disabilities Fund and the Special Education Teaching Position Grants — are able to provide extended services. The use of resource rooms instead of segregated classes allows the school systems to more easily and effectively serve many students with moderate difficulties. Classes also exist for children who need full time intensive help.

An excellent example of co-operation between educators and other agencies providing services to handicapped children was the development of institutional services. Many children found themselves in some form of institution for non-educational reasons — legal, medical, etc. Arrangements are now commonplace for the local school system to provide educational services for the children in such institutions. In this way, a student was able to continue his education uninterrupted or, at least, to maintain some progress during the time that he was in the institution. The Calgary Public, the Edmonton Public, and the Edmonton Separate school boards all provided such services, as well as the County of Ponoka, the Red Deer Public Board and the Sturgeon School Division. A total of 120 classes were provided in institutions and served over 860 students, almost double the number served only four years previously.

Ten years ago in 1962, two urban school systems operated 21 classes for 196 children with special problems. Including the institutional classes mentioned above, there were 297 classes operated in 1972-73 for children with special problems. More than 2,350 children were served.

PRIVATE FACILITIES FOR CHILDREN WITH SPECIAL PROBLEMS

A number of charitable associations or agencies operated facilities for children with specific handicaps. Children of school age were eligible for tuition grants when attending facilities approved by the Department. The Edmonton Association for Learning and Language Development operated a private service for young children with learning disabilities at two locations. The Edmonton Association for the Hearing Handicapped operated a small class for multiply-handicapped deaf children. This Association also operated a pre-school program, which was not eligible for financial support, for hearing handicapped children. The Alberta Society for Autistic Children operated a small service for autistic children. The Alberta Association for the Dependent Handicapped operated an activity centre for pre-school and school age dependent handicapped children. Alberta Education provided facilities for the above services at St. Joachim's school in Edmonton.

RESOURCE CENTRE FOR THE VISUALLY IMPAIRED

A considerable increase in materials in braille, tape and large print enabled the Resource Centre to serve more students and to provide greater selection of materials for their use in the 1972-73 school year. Materials were supplied on a loan basis at no cost to the student or to the local school board. Co-operation among agencies, the work of volunteer braille transcribers and access to assistance from a Local Initiatives Project were all important factors in increasing service. A technician was added to the staff to assist in managing the large amount of materials and equipment now provided.

Seventeen braille using students attended regular classes in

Alberta in 1972-73. Sixteen blind students, requiring the type of education provided by a school for the blind, were maintained (tuition, travel, and subsistence) at Department expense, nine at Jericho Hill School, Vancouver and seven at the Ontario School for the Blind, Brantford.

Other legally blind students attended regular, low vision or other special classes within Alberta. Five low vision classes operated in the two large cities. Itinerant teaching service for visually impaired students in regular classes in the Edmonton Public system provides complementary service to the Resource Centre's efforts.

Seminars for school guidance counsellors were held in Edmonton and Calgary under the joint sponsorship of the Canadian National Institute for the Blind and Alberta Education to provide information and services which would aid them in their work with the visually impaired students.

The fourth annual Teen Course for Visually Impaired Students was held in Calgary in the summer of 1973. This year's course was attended by 15 visually impaired and blind students from 10 to 18 years of age. The Resource Centre played an active role in this program.

During the summer of 1973, a provincial government research grant enabled extension of the production and the adaptation of materials for visually impaired students. A project involving the use of compressed speech was carried out with visually impaired student volunteers.

CLASSES FOR MODERATELY RETARDED CHILDREN

Moderately and severely retarded children are usually referred to as "trainable mentally retarded". Trainable children attended classes to foster physical and language development, training in social living, and other skills.

Educational services for trainable retarded children — exclusive of the Department of Health and Social Development facility at the Alberta School Hospital, Red Deer — are supplied by the regular school system in some centres and by parent sponsored associations in others. The Wetaskiwin School for Retarded Children was absorbed into the Wetaskiwin School system in 1972. Department financial support was provided for school board operated classes.

Support to the 15 Association operated schools, paid as a tuition fee to the Association, was increased in 1972. The Department raised its share of the tuition fee to 90%, leaving only 10% to be paid by the school system sponsoring the attendance of a trainable child at an Association school. The regular school system now accommodates 38% of the trainable children. Before 1969, no trainable children were in attendance within any regular school system.

The residences built and operated by Associations for the Mentally Retarded in conjunction with retarded children's schools have proved useful for non-resident children and have helped to stablize the enrolment of smaller schools. A class of high level young trainable retarded children was located in a regular elementary school of the Calgary Public system on an experimental basis. The situation worked well for this level of trainable child. The retarded children, the other children, and the staff all seemed to find the situation satisfactory.

Seven Alberta children were enrolled in the Parkland School (for the trainable retarded) at Lloydminster, Saskatchewan.

FIELD SERVICES

Alberta
EDUCATION

REPORT OF FIELD SERVICES BRANCH

W. R. Duke (Acting Director)

The Field Services Branch is essentially the field component of the Alberta Education. It is comprised of a central office unit located in Edmonton and five regional offices located in Grande Prairie, Edmonton, Red Deer, Calgary, and Lethbridge.

The central office component includes the directorate of the Branch comprised of a Director and an Associate Director, a Field Administration Office with a professional staff of five, a program, accounting and budgeting (PAB) component of two professionals and seven instructional supervisors and inspectors.

The five regional offices are staffed with 48 professionals. These include subject and service area consultants. Each regional office is headed by a coordinator.

The Field Services Branch has responsibilities in three main areas, regulatory functions, services functions and developmental functions.

A total of 2,042 man days or approximately 12.5 per cent of the time was spent on regulatory activities which included surveys (42) investigations (72), inspections of teachers (200), public school evaluations (178), service to private school (111), service to kindergartens (109), official trustees duties, budget and financial analysis, monitoring of contracts, agreements and debentures and other special duties. To illustrate the latter, 51 school boards requested budget reviews of which 50 received ministerial approval to increase their basic allowable requisition. Thirteen school systems were reviewed for the consideration of special grants, 129 debentures applications reviewed were prepared and processed, 66 short-term capital loans were approved, 29 agreements and contracts pertaining to tuition were processed and 333 municipalities received requisition changes as a result of policy changes in Section 129 of the School Act dealing with the reduction of the 30 mill rate requisition to 28.

In addition, 21 new school districts were established, 10 existing school districts had lands added to them, 3 school districts were dissolved, 1 district was transferred from one school system to another and 1 school district received approval for a change of name.

The service function consumed 4,052 man days or 25 per cent of the field staff's time. This function focuses primarily on service to teachers, principals, superintendents and secretary-treasurers. Most of the activities in this category are consultative or in-service oriented.

Breaking down the service function by clientele, local central office instructional personnel received 396 man days of service, local central office business personnel received 340 man days, individual principals received 333 days and individual teachers received 648 man days of service respectively. Group consultations and joint meetings required 1,163 man days. School boards utilized 322 man days of service. The Alberta Teachers' Association, the Alberta School Trustees' Association, colleges and universities, other government departments and other public sectors were accorded 852 man days of service.

The development function has included activities associated with planning, research, curriculum meetings, examinations, development of legislation and regulations, forms, policies and special projects. These activities required 2,739 man-days which made up 18 per cent of the total man days available in the Branch. Included in the special projects were program accounting and budgeting (PAB) implementation activity, a transportation study, a study on para-professionals, a study on the teacher practicum, and a study on intercultural education. In addition, there were numerous surveys and reports that were done in conjunction with other branches of the Department.

Support activities such as the writing of reports, research, general office duties, travel time, and the professional development of field staff etc. have taken up about 40 per cent of the time of staff members. A total of 778 evening meetings were attended by members of the staff.

The Field Services Branch is pleased to recognize the valuable contribution made by the superintendents of schools throughout the province and that of Alberta Education consultants in the provision of the information for the following pages of this report.

CONSOLIDATED FROM REPORTS SUBMITTED BY SUPERINTENDENTS OF SCHOOLS

A. OPERATION OF SCHOOLS

1. **School Finance — School Foundation Program Fund**

   School systems reported greater satisfaction with the three-year plan based on per pupil grants rather than the previous plan based on classroom enrolment units. The support level was felt to be lower than desirable but the three-year term enabled boards to set definite priorities. Concerns about restrictions on transportation grants were expressed.

   School systems judged that there would be little opportunity to do more than maintain current educational standards. Some reported cutbacks in special services while others indicated transfer of support from the Educational Opportunity and Learning Disability Funds.

   Buildings were maintained at previous or lower levels. A continuation of the "School Life Extension Program" was proposed.

   Future decline in the level and quality of service because of anticipated low escalation factors was feared by some boards.

2. **Staff**

Some recruitment difficulty for specialty areas such as Business, Industrial Arts, Home Economics, Fine Arts, Guidance, and Special Education was reported. A few rural areas noted that some teachers were reluctant to be employed in other than major population centres.

Staff academic qualifications have continued to increase. Some systems reported that effective classroom management continued to be learned through work experience of beginning teachers rather than through preservice preparation.

Increased numbers of teachers' aides were employed under a variety of job descriptions, in some cases through Local Initiative Program grants.

B. ORGANIZATION OF SCHOOLS

1. **Boundaries**

Approximately two-thirds of the systems reported satisfaction with existing boundaries. Most of the remainder indicated needs for minor changes in attendance areas for consolidated schools to improve busing, eliminate tuition fees, and to permit program expansion.

Approximately eight per cent of the systems reported needs for major changes to accommodate the adverse effects of piece-meal annexation, fractioning of trading and ethnic areas, multiplicity of health and police service areas, population sparsity, and inefficient administrative size. Appropriate representations to the Alberta Boundaries Commission were anticipated.

2. **Enrolments**

Declining enrolments, especially at the elementary levels were reported by most systems. Cities reported population shifts accompanying subdivision development.

Rapid growth was reported in suburban areas close to the major cities and in resource development areas. In many cases, teaching staff was reduced, programs withdrawn, and multiple-grade classrooms re-established. Because of population decline or shifts, ten schools were abandoned.

Most systems enrol children who are at least five years six months of age on September first of the school year. A number of systems require children to be five years eight months. A few systems are considering double-entry, that is, permitting some beginners to enrol in September and others in February.

A June orientation program and assessment of school readiness is customary for beginners. On occasion, a readiness program for immature students is provided.

3. **Planning and management**

Many systems reported special projects to establish system-wide philosophies and objectives, and to establish system and school priorities. Specific details are reflected in reports of Educational Opportunity Fund, Compensatory Fund, Early Childhood Services, and Learning Disability Fund projects.

Many systems reported provision of additional services. A few indicated that declining enrolments were forcing the curtailment of some programs.

4. **School libraries**

Most centres have established collections of instructional materials in addition to book stocks to facilitate multimedia teaching. Cooperative school-public libraries continued to operate effectively in a number of areas.

Services were staffed by 685 teacher-librarians, and 181 technicians and clerks. Teacher-librarians continued to develop roles related to teaching and assisting teachers, and to turn book and material processing over to aides.

New libraries were established in 34 schools through new construction or renovation.

5. **Parent-student consultation**

Newsletters, special meetings, press and media reports, questionnaires, advisory committees, liaison committees, and parent-teacher interviews were used to inform and consult with parents and students.

6. **Special Education**

School systems report that they expect considerable expansion of special services in schools throughout the province as a result of the recently established grant for Early Childhood Services, the Educational Opportunity Fund and the Learning Disability Fund.

C STANDARD OF INSTRUCTION

1. **Elementary Schools**

a) Science

Reports would indicate that the elementary science program has become more activity centered in the past year, although there are still large numbers of classrooms using a single text as the source for the program. Delays in implementing activity approaches are attributed to limited training and experience in science on the part of many elementary teachers and a lack of time and resources for preparation of lessons.

Imaginative laboratory programs, field trips and programs of environmental education have been developed. A trend towards the use of a number of reference books as opposed to the single-text approach was noted.

There also appears to be interest in the purchase of pre-packaged science activity kits.

b) Elementary Language Arts

Major objectives of elementary language arts instruction are to foster continuous development of each child's potential in listening, speaking, reading and writing.

More time is devoted to language arts than to any other single curriculum area in the elementary school. In many cases, increased time, or specialized use of time, results from Educational Opportunity Fund Projects.

Reading usually formed the core of the program, but

attempts were reported to be made to provide a program which integrated all of the language arts into one total communications program. Integration of language arts and social studies received considerable emphasis.

High priority is said to be given to implementation of the new program. Most administrators and teachers welcomed this new program, but they see a need for inservice training to help teachers develop skills in the new methodology and to help them make sound choices of recommended instructional materials. Some inservice activities for these purposes have been carried out with the assistance of Regional Office consultants.

c) Second Language — Elementary

A majority of urban systems and a significant number of rural systems report that they are now offering French as a second language in Grades IV, V and VI. A limited number of school systems state that they are also introducing, on an experimental basis, a second language program in French in the early school years. In the latter instance, the subject was frequently integrated with art, music, drama, language arts and/or social studies.

The quality of instruction is reported to be improving with teachers gaining greater fluency and competence in the language and in use of audio-visual materials and equipment. Some of the concerns reported by superintendents about second language programs in the elementary school were:

1) The need for careful initial planning in order to provide continuity of learning experience.
2) The need for appropriate and stimulating course materials.
3) The need for adequate instructional time in order to achieve course objectives.
4) The need for effective pre-service and in-service activities for teachers.

In addition one system questioned the teaching of second languages to pupils who are experiencing difficulty in acquiring the basic skills in English.

Generally, however, it has been reported that pupils appear to be developing both their facility in handling the basic elements of the second language and a sympathetic understanding of people of other cultures.

2. **Junior High Schools**

a) Science

The majority of systems reported satisfaction with the existing science program. Some problems have emerged, however, in connection with the role of the textbook in an enquiry-centered program. The suggestion was made from a number of sources that more resource material related to the teaching of the science processes should be made available to junior high science teachers. There also appeared to be a need for the identification of resource material for the grade eight program.

A few jursidictions reported concerns about their junior high school science laboratory facilities but the overall picture is one of improved facility and much improved staffing.

Some other trends noted in the past year included a greater emphasis on outdoor education as a focus of the science program and the use of multiple-references as opposed to the single-text approach. Such changes seems to be implemented most frequently by teachers who were science specialists.

There were also a number of reports of individualized approaches to the presentation of the courses — these have ranged from the use of unipacs to the team approach. There also appears to have been an increased willingness to experiment with different teaching techniques and to involve students in the planning of activities.

b) Social Studies

The new Social Studies program appears to have been very well accepted by the junior high schools in Alberta. There were some school systems, however, that expressed concern about the lack of structure. As a result some found themselves hard pressed to develop curricula, to find suitable and multi-media resource material, and were uncertain about giving high priority to the consideration of values and value issues. However, the majority of the systems reported progress in regard to achieving the objectives of the new program.

Curriculum development and other in-service activities were reported by many superintendents, with the leadership provided locally, through the Alberta Social Studies Council, through personnel regional office consultants, or by university personnel.

Resource materials were said to be becoming more available to classroom teachers and progress was noted in the use of the multi-media approach.

Students were reported to be enthusiastic about the new program which often followed a small group or independent study organization. Research skills were reported improving as students looked for alternatives in working with social problems.

More and more social studies classes were said to be instructed by specialists who possessed a good background in the social sciences and were able to bring the concepts and generalizations from these disciplines to the task.

c) Second Languages

The junior high school years are reported to be the starting point for learning second language in many schools. Although the effectiveness of programs is said to vary considerably throughout the province, interest in learning a second language remained quite high. Most superintendents expressed satisfaction

with the quality of instruction and availability of resource materials. Since second languages are taught on an optional basis, the problem of sustaining student interest over an extended period of time, however, was said to be crucial. Concerned about the lack of opportunity to use the language, and often critical of their own performance as compared with their initial expectations, a significant number of students are said to have discontinued their study of a second language after one or two years. The wide range of available options in many schools coupled with student desires for board exploratory experiences also contributed to the attrition rate.

However, students who remained in the program are said to have gained considerable functional control of the language and were eligible for advanced placement in senior high school programs.

3. **Senior High Schools**

a) Industrial Education

Industrial education, embracing both vocational education and industrial arts continued to meet the educational needs of a large number of students. The recent change to a modular system in vocational courses has provided an opportunity for an additional number of students to take advantage of the facilities and program. Enrolments in vocational courses and consequently facility utilization increased significantly. Teachers have developed new teaching strategies to further individualize their programs and are making more extensive use of various instructional media. A low teacher turnover has resulted in improved program continuity.

Facilities in general are said to be in fairly good condition. However, equipment is depreciating and concern has been expressed regarding financing, equipment upgrading, and replacement. Jurisdictions wishing to establish industrial education have reported that the cost factors were of concern, while other jurisdictions needing to reduce cost have said that they examined these programs first.

b) Work Experience

Work Experience courses continued to be popular with the students as evidence by the doubling of enrolments over the previous year.

The cooperative pattern agreed upon amongest the groups involved, namely the Departments of Labour and Education, the A.T.A. and A.S.T.A. were effective.

Concerns about the type of work stations utilized were expressed, especially as they related to in-school activities.

c) Business Education

General satisfaction was reported in respect to business education courses. Typewriting, accounting and law were particularly popular as general interest subjects chosen by any student for personal use or preparation for continuing education. Small schools were limited to these but in most systems at least one school offered a comprehensive program including additional selections from shorthand, office procedures, machines, data processing, merchandising, business fundamentals and business organization and management.

Enrolment was generally increasing. Student response was one of enjoyment and appreciation of the opportunity to prepare for initial employment upon completion of high school. Several reports indicated that standards and student achievement were sufficient for satisfactory direct job placement of graduates.

Teaching strategies included work study units as part of a course, work experience, and simulation in office and store organization. One system introduced bilingual instruction. In two systems a teacher was shared for alternate semesters, and one system moved machines thus making better use of available talent and equipment. One system rented machines.

Facilities for instruction were generally adequate, but concern was expressed about the necessity and cost of replacing obsolete machines. It was recognized that business is rapidly changing to ten-key electronic calculators and as a result some school systems felt their equipment should be replaced accordingly.

d) Second Languages

Some superintendents reported that the removal of the second language requirement for entrance to university along with greater flexibility in matriculation requirements had resulted in a decline in enrolments.

Although the attainment of a high degree of fluency remains difficult in the classroom setting, superintendents reported that teachers are developing effective strategies for the teaching of the communication skills — listening, speaking, reading and writing. Some systems, however, reported difficulties in assessing the linguistic competency of their Grade X students. This sometimes resulted in unnecessary repetition of previously learned materials and skills.

Instructional materials and resources which reflect the way of life of people living in Canada, although still in somewhat short supply, were reported to be utilized in a significant number of classrooms. The substantial increase in opportunities in recent years for more intensive out-of-school language experiences, such as student exchanges, travel and summer courses, has tended to enhance the status, effectiveness and perceived relevance of second language learning.

4. **Home Economics**

The Home Economics program is generally well received. The enrolments and popularity of the course depend upon the competence, attitude and training of the teacher, the quality of leadership and en-

couragement given by the principal, and superintendent and the support given by the parents.

(i) Junior High School

Proliferation of options sometimes infringe on the Home Economics Curriculum topics, affect the budget, the availability and use of audio visual materials and even the acceptance of more formal study expected and needed in Home Economics.

(ii) Senior High School

The new course guides are being used by many teachers, with others adapting the present program for gradual familiarization. Some principals have requested three credit courses. Continuation of the present courses, Home Economics Crafts and Child Care and Home Nursing have been requested.

f) **Driver Education**

Driver Education 10 is a two-credit high school subject. The presentation of the course for credit and a possible reduction in insurance premiums appears to be increasing its popularity. The majority of the schools offering the course still tend to be in centres outside the large metropolitan areas. Generally, schools claimed lack of finances for not offering the program. A number of school systems stated that the in-car instruction phase of the program was expensive. In districts where notable success was reported, the board was underwriting these costs to some extent. The practice of contracting the in-car instruction phase of the course to outside firms, e.g., A.M.A. or private driving schools was fairly common.

Instructional materials presently available as recommended were reported to be satisfactory although there were some suggestions that they are too closely applicable to American procedures.

There continued to be comments about Driver Education as a school subject. There was general agreement that it provides a worthwhile experience but considerable disagreement was expressed over the question of where and under whose auspices the program should be offered.

g) **Instruction Programs in the Fine Arts**

Emphasis given to the fine arts has gradually increased in many schools. However, reports also indicate that there continues to be a great need for well qualified teachers, particularly in the areas of music and art if programs are to continue to grow.

It was noted that increased budget involvement at the school level has made it possible for funds to be made available to the fine arts for more of the material resources, references and aids that can assist teachers and students to develop effective programs.

A number of school systems have recognized the need for more improved facilities for the specialized fine arts programs. Some boards have been able to provide art, music or drama rooms by adopting and equipping surplus classroom space to serve as acceptable and functional art or music or drama learning centres.

D. OTHER DEVELOPMENTS

Schools systems have reported a number of interesting and challenging developments in education during the past year.

Some of these include:

1. A new awareness and attention to education in the elementary grades.
2. The accreditation of high schools has occurred and the necessary adjustments are being made.
3. Community involvement in the operation of the schools is occurring. There are a number of community projects in which parents, teachers and other agency personnel contribute to coordinate educational/social/cultural programs in answer to specific community needs.
4. School systems have reported that special attention has been given to the study of educational objectives with the result that attention has been directed to planning in education.
5. Interest in student travel has increased. The type of travel has varied from classroom excursions and field trips to points of interest in the local community, to visits to a neighboring city or community. More recently travel has extended to points outside of Alberta and even to points outside of Canada.
6. During the school year 1972-73 about 750 Alberta classrooms participated in Project Canada which is a "twinning of classrooms project" involving Ontario classrooms. In this project classrooms exchanged correspondence, pictures, art work, tapes, audio visual materials and general classroom projects. The project provided student with a desire to communicate with students in a school in Ontario and to share information about Alberta and our Canadian Heritage.
7. Several school systems reported making "extensive use" of regional office services and receiving "excellent" service. One city school system, favourably impressed by the services, requested the establishment of an additional regional office to be located in that city in order to extend these services.

   A few school systems located at considerable distance from Regional Offices felt that less use was made of Regional Office services than would have been the case had they been closer. An occasional school system reported that more use should have been made of Regional Office services and attributed lack of use to their own organizations. However, two systems that were critical of Regional Office services suggested that the money and personnel could be put to better use at the local level.

   The general trend appeared to be toward making more use of Regional Office services during the forthcoming school year. One system reported that Alberta Education offered a more valuable service through Regional Offices than it formerly did through its inspectoral and supervisory staff.

CONSOLIDATION OF ANNUAL REPORTS SUBMITTED BY REGIONAL OFFICES – 1973

A. ACTIVITIES OF REGIONAL OFFICE PERSONNEL

1. **Inservice – Activities of consultants with:**

   a) Teachers

   The demand for the services of all consultants increased steadily. Consultants were called upon to make presentations, act as facilitators, and/or provide assistance in planning programs. Institutes, workshops, conventions, school staffs' professional days, staff meetings, and visitations with individual teachers provided the major avenues through which consultants met teachers. Language arts, social studies, The Worth Commission Report, Program Accounting Budgeting, and special topics such as E.O.F. projects appeared to command the major emphasis. Independent, smaller, and private school jurisdictions made fairly extensive use of Regional Office services, particularly of the Administration Consultant.

   b) Superintendents

   Some superintendents sought assistance by requesting consultants to visit selected classrooms and by seeking help in sensitive areas of decision making. At least one zone involved superintendents in school evaluations with encouraging inservice results.

   c) Secretary-Treasurers

   Inservice activities of consultants with secretary-treasurers were primarily in the area of Program Accounting and Budgeting.

   The Administration Consultant played the leading role in this area. Secretary-treasurers of small independent districts tended to seek assistance more than did the secretary-treasurer of larger districts.

   d) Others

   The Regional Offices kept contact with trustee groups by attendance at zone provincial gatherings, and a number of board meetings. Relationships with trustees have been generally positive.

   Consultants in general spent considerable time with representatives of publishers in becoming familiar with available materials. This information and knowledge was then made known to superintendents, principals, and teachers.

2. **Investigations and Surveys**

   Investigations and surveys were generally conducted by the Coordinator and/or the Administration Consultant of a Regional Office, but Education Consultants also took part in a number of special cases. Investigation topics varied widely but included problems regarding busing, centralization, teacher actions, discipline, minority groups and attendance cases.

   Survey topics were generally in the areas of boundaries, buildings, programs and administration.

3. **Evaluation of Schools**

   Most Regional Offices conducted seven or eight team evaluations which related chiefly to schools but did on occasion relate to an entire system. Often Regional Offices utilized consultants from offices other than their own or utilized local personnel. Generally the results of evaluations were well accepted, by the teachers. Boards tended to appreciate such a service although some expressed a desire to have evaluation reports of the kind that would identify teachers rather than programs.

   A majority of school systems reported that they had not held team evaluations during the 1972-73 school year. Of the minority reporting that they had conducted team evaluations, more than seventy per cent stated that they had been beneficial to teachers, administrators and trustees. They were impressed by the high degree of involvement of pupils, teachers and administrators, and the consequent enhancement of morale through team evaluations organized by regional office personnel. One school system stated that it had conducted its own team evaluations and would continue to do so in the future.

   Criticisms of the team evaluation procedure tended to stress lack of follow-up, lack of time spent in direct participation, the generality and breadth of the field covered by the team and the resultant superficiality of the exercise. One superintendent stated that there was ... "need to narrowly define the area to be evaluated so that depth and detail could be provided in any reports issued".

   Three school systems predicted a more prominent role for team evaluations as a result of accreditation.

4. **Special Projects**

   Each Regional office was involved in a fairly wide range of special projects. Some of these were:

   a) Curriculum resource productions where equipment and services were provided.
   b) Externship programs involving school administrators and having a theme "Planning Problem Solving."
   c) Learning Assistance Centre.
   d) Surveys of children with learning disabilitiies.
   e) The Glasser Project Assessment.

   In addition, various position papers were prepared. In a few cases it was found necessary to provide complete superintendent services for school systems for designated periods of time.

5. **Emerging Trends**

   a) Regulatory Functions

   Activities associated with the regulatory function have been increasing. This has occurred in areas in-

volving government regulations, teacher inspection for certification in jurisdictions having no superintendent, the monitoring of secondary school programs, and the inspection of teachers on special request. There has been some indication that more investigations and surveys are being sought by boards where these might assist them in decision making regarding policies and regulations.

b) Service Functions

All offices saw the service function as increasing, in spite of the growing regulatory functions. It appeared that teachers and administrators have viewed Regional Offices with greater confidence. The fact that superintendents appeared to be far more ready to use Regional Offices was cited as evidence of an increased confidence in new roles.

c) Development Functions

Generally speaking, school jurisdictions continued to rely on Departmental leadership as new developments took place. Most consultants were involved in some curriculum development and this appears likely to continue and possibly increase.

6. **Evaluation of Pupil Progress and Teacher Effectiveness**

The quality of testing and measurement varies between school and among systems. Most rely on paper and pencil tests:

Evaluation of teacher competence and effectiveness is generally not systematic. Some central offices have employed supervisions of instruction. Others have shifted the responsibility to the school principal.

B. PERCEPTIONS OF CONSULTANTS ON SELECTED PROBLEMS

1. **Population Shifts, Effect, and Adequacy of Boundaries**

Population shifts and a reduction in the size of the average family appeared to be causing declining total enrolments in rural areas — especially in elementary grades. Areas immediately around large cities experienced increasing enrolments due to a shifting of population out to the suburbs. Some cities, too, experienced shifting population from city centres and older residential areas to newer suburb developments. Shifting populations created problems associated with classroom utilization, whereas declining populations caused problems associated with staff reduction and the combining of grades.

There was some indication that present boundaries may be causing hardships because of significant population shifts

2. **Provisions for Special Educational Services**

a) Physically Handicapped

Generally, only the larger cities made a satisfactory provision for such students. Some use of a travelling teacher was made as well as education by the use of correspondence courses. Other areas tried to have these students taken care of in other jurisdictions already having appropriate programs.

b) Mentally Disadvantaged

Mentally disadvantaged children were fairly well cared for in the larger city school systems as well as in one "rural" zone. Other rural areas tried to use these facilities where possible. In addition, most zones made fairly extensive use of opportunity rooms for the mentally disadvantaged.

c) Socially and Culturally Disadvantaged

Only in isolated cases was much being done for this group. One innovative project, some "head start" programs, and some Group "B" options were examples given of the kinds of things attempted.

d) In Need of Special Intercultural Education

Some schools made genuine efforts to provide special educational services to Indian and Metis students. Special aides and counsellors were employed in a few cases. In one zone a needs assessment survey was carried out. Even so, it appeared that much more may need to be done.

3. **Provisions for Intercultural Education**

Educational Opportunities Fund is being considered as a means to introduce such programs as Native History and Culture courses. Some use of native kindergartens and nurseries has been made. Financial arrangements with Indian Affairs seems to vary according to regional or school needs.

4. **Media and Resource Materials and Personnel**

The trend toward greater use of education media and resource material was fairly general. Many jurisdictions developed instructional materials centres. There appeared to be a trend to development and use of subject unit kits which integrate print material programs equipment. Some concern was expressed that personnel in charge of media resources and materials were not always adequately trained.

5. **Extent to which Teacher-Aides are Serving in Schools**

Generally teacher-aides, both paid and voluntary, were increasingly used. In some cases senior high school students were used under special projects or work experience programs. The need for a clear outline of duties to be performed was expressed.

6. **Evaluation Patterns Emerging**

Little, if any real concern was expressed about the removal of Grade 9 departmental examinations. In fact, some benefits were cited such as greater communication between junior and senior high schools. No discernible patterns of evaluation were reported to have been established at the present time.

Feelings about the removal of Grade 12 examinations were mixed — some teachers welcomed such a move; others have expressed concern. No real movement towards uniform systems or zone examinations have been reported. Also no specific patterns of evaluation have been indicated.

GENERAL ADMINISTRATION

Alberta
EDUCATION

FINANCE, STATISTICS AND LEGISLATION

A. Bredo (Director)

Since September of 1971, the Branch has been responsible for legislation and regulations as well as the accounting function for both Education and Advanced Education. During this period of time amendments were effected to the following Acts in 1972 and 1973. For Education:- The Teachers' Retirement Fund Act, The Department of Education Act, The School Act and The Teaching Profession Act. For Advanced Education:- Amemdments were secured to the Universities Act, The Students Loans Guarantee Act and the Colleges Act.

The Alberta Educational Communications Corporation Act and the Department of Advanced Education Act were enacted.

References are made only to the major amendments, and new legislation.

THE DEPARTMENT OF EDUCATION ACT:

In line with Government programs in Early Childhood Education, the Act was amended to establish guidelines for the operation of Early Childhood Services Programs, their administration, operation, and management, and certification of persons who would be qualified to provide instruction in programs at this level.

THE SCHOOL ACT:

Amendments since 1970 have been generally housekeeping in nature. The Minister was given power to make regulations regarding confidentiality of student records; the manner in which a board must give notice of its intention to dispose of land or a school facility; limiting the amount of money a board may requisition on a municipality; and providing a means whereby electors can call for a vote to give a board authority to exceed the limits for supplementary requisition set by regulation.

An Amendment assures that a teacher whose designation has terminated, has the same right of appeal to the Board of Reference as he has in the case of termination of a contract of employment.

In the event of a strike or lockout, amounts payable under the School Foundation Program Fund Regulations must be reduced up to certain limits for the period the strike or lockout is in effect.

THE ALBERTA EDUCATIONAL COMMUNICATIONS CORPORATION:

This Act gives authority for the establishment of the Alberta Educational Communications Corporation within which educational broadcasting and the production of educational programs and materials can take place. The establishment of the Corporation enables Alberta to have one or more licensed broadcast stations devoted primarily to education. The new Corporation assumes reponsibility for the operation of radio station CKUA which was owned and operated by the Alberta Government Telephones Committee. The Corporation has purchased the assets of MEETA and CARET.

THE UNIVERSITIES ACT AND THE COLLEGES ACT:

Amendments to these acts vested the powers and authority of the Universities Commission and the Colleges Commission with the Minister of Advanced Education.

THE DEPARTMENT OF ADVANCED EDUCATION ACT:

This Act gives the Minister of Advanced Education jurisdiction over universities, colleges, vocational, technical and agricultural and vocational colleges.

SCHOOL BUILDINGS ADMINISTRATION

Dr. S. N. Odynak (Director)

The School Buildings Branch has continued to issue recognition of need for support of new school construction in critical areas, but generally, the year saw a "holding pattern" on new school construction in an attempt to utilize existing facilities more fully. At the same time the School Life Extension Program designed to upgrade existing facilities was carried out quite successfully.

Decreasing enrolments in the Province, the movement of students from rural areas to the cities, and relocation within cities have added to the problems of determining need for new school building.

The Branch continued to employ 15 people, inclusive of support staff. The volume of work did not diminish. Many more hours had to be spent in researching the records and plans and in making on-site inspections in order to justify any decision for or against the need for any proposed new school construction.

The School Buildings Board membership at the end of the reporting year consisted of:

Dr. S. N. Odynak	– Chairman
Mr. J. Blocksidge	– Member
Mr. W. Ede	– Member
Mr. L. Kublik	– Member
Mr. D. Menzies	– Member
Mr. L. Grant	– Secretary

The Board held 43 meetings. Six hundred and thirty-eight items of business came up for discussion and decision.

In administering the School Life Extension Program, 235 requests were made by various school boards and 420 projects were approved for a total estimated support of $1,404,972.

OTHER SERVICES

Alberta
EDUCATION

CERTIFICATION OF TEACHERS

J. I. Sheppy (Registrar)

The office of the Registrar is involved in teacher certification in the following ways:

- Issues certificates of qualifications to teach.
- Administers the Regulations Respecting the Certification of Teachers.
- Assesses the credentials of teachers from outside Alberta applying to teach in the Province.
- Maintains records of professional standing and teaching service of all teachers in Alberta.
- Issues professional statements.
- Evaluates documents of secondary school students coming to Alberta from other countries.

The Registrar is Secretary to the Board of Reference, the Teaching Profession Appeal Board and to the Board of Teacher Education and Certification. He is also in charge of the teacher exchange program.

GENERAL TEACHER CERTIFICATION

Detailed statistics on teaching certificates are contained in the supplement. In summary:

- A total of 7,552 certificates were issued, an increase of .6% over 1972.
- Of this total 4,723 or almost 63% were professional certificates, a decrease of 2% from 1972.
- Approximately 88% of all Interim Certificates were issued to teachers from Alberta, 12% to teachers from other provinces or other countries.
- Of the 474 certificates issued to out-of-province teachers 281 or about 59% came from other Canadian provinces and 31% of these (87) were from Saskatchewan. Another 2% (9) were from the British Isles and Ireland, and 3% (15) from other Commonwealth countries. There were 33% (156) from the United States of America and the remainder from other countries.
- A total of 24,498 certificates were held by teachers under contract, an increase of 1,321 or 6% over 1972, and an increase of 23% in five years (1968 - 19,858).
- In 1973, a total of 14,640 university degrees were held by teachers. This is an increase of 20% over 1972.
- There was a decrease in the number of Letters of Authority issued. (105 in 1973 as compared with 156 in 1972, a drop of 33%).

One teacher exchange was made with the United Kingdom in 1972-73.

There were 17 appeals to the Board of Reference. Six appeals were withdrawn and of the 11 that were heard, 2 appeals were allowed and 9 were disallowed.

RESEARCH, DEVELOPMENT AND EXAMINATIONS

Dr. J. E. Reid (Director)

During the past year the Research, Development and Examinations Branch has served various branch of Alberta Education and other organizations.

A breakdown of activities is as follows.

FIELD SERVICES BRANCH

Assisted in the analyses of questionnaires and surveys relating to Goals of Education, Student Reaction to Business Foundations, Individual Study Approach to Grade IX English, Qualification and Experience of School Librarians, Experimental Religious programs, and Educational Roles.

Assisted in the external evaluation of a computerized accounting program package.

Carried out Faculty Workload Surveys for a number of school systems.

CURRICULUM BRANCH

Provided analyses of Objectives of Secondary Education, Independent Study Programs, Mathematics "B" options, Elementary Mathematics and Social Science Electives.

Also assistance was provided in the continuing Curriculum Evaluation, and the Alberta School Audio-Visual Aids Inventory projects.

MINISTER'S ADVISORY COMMITTEE ON SCHOOL FINANCE

Assisted this Committee in the review of the School Foundation policy using simulation programs.

FINANCE, STATISTICS AND LEGISLATION

Assistance was again provided this year by means of computer programs to determine the number of students at all grade levels in Alberta who receive instruction in French as the primary language of instruction and who study French as a second language. Claims were made to the Government of Canada in accordance with the Minority Language Program Agreement.

ALBERTA TEACHERS' ASSOCIATION

Provided statistical data for the replication of the study on ''Geographical and Occupational Mobility of Alberta Teachers". Assisted also in the processing of the "Survey of Changes in School Services".

TEST DEVELOPMENT SECTION

Provided data required in the development of Grade XII examinations. Also, item analyses were provided for all Grade XII examinations administered during the 1972-73 school term.

ALBERTA SCHOOL SYSTEMS

Assisted individual schools and school systems with scoring and providing norms and item analyses of standardized and locally-developed tests.

UNIVERSITY OF NEWFOUNDLAND

Assisted in an analysis of questionnaires similar to the Cameron Commission Replication Study.

STUDENTS FINANCE SYSTEM

In co-operation with the Provincial Data Centre, the data processing system was implemented for the Students Finance Board of Advanced Education to assess the student loans and produce Certificates of Eligibility. Assistance was continued in the maintenance of the accounting sub-system which maintains a record of each student who has a Provincial loan, computes the interest to be paid by the Provincial Government to the various bank branches on each account and reports regularly to the bank branches on the status of each of their accounts.

REGISTRY FOR HANDICAPPED CHILDREN

This Branch has co-operated with the Special Educational Services Branch in the development of a data processing system for children in Alberta schools with educational handicaps. The purpose of this Registry is to improve data relative to the types of handicaps and the services rendered and a possible support base for the awarding of grants for special educational classes.

EXAMINATIONS AND STUDENT RECORDS

Grade XII Departmental examinations were administered in November (trimester), December, January, March (trimester), June and August. The number of Departmental examination result statements issued for each examining period were: November – 384; December – 2,042; January – 14,920; March – 355; June (early session) – 5,272; June (late session) – 9,871; and August – 903

In February, 1973 the Government announced its general policy of accreditation of senior high schools with the balance of the 1972-73 school year constituting a transitional period. During this transitional period, school jurisdictions had the choice of adopting one of the following policies: (1) immediate accreditation, (2) June accreditation, (3) June accreditation with the student's option to take the teacher's mark or write the examination, (4) accreditation following the transition period. Most jurisdictions elected a policy which gave students the option of writing the Departmental examination or taking the school achievement mark.

In June, 1973 there were 32,040 Departmental examination papers written, with an additional 17,852 marks awarded by the schools.

A study of the implications of accreditation is currently being undertaken and is expected to be completed in the fall of 1973.

The results of the Grade XII students were analyzed to determine the number of students eligible for entrance into an Alberta university or college. This analysis was completed by geographic area, sex and the number of years spent in high school. A total of 11,172 students received a matriculation standing at the end of the 1972-73 school year.

The records of Grade XII students registered during the 1972-73 school year were canvassed to determine the eligibility of a High School Diploma according to the regulations outlined in the 1972-73 High School Handbook. A total number of 19,688 students were issued Diplomas.

A total of 62,640 transcripts of high school records were issued from September 1, 1972 to August 31, 1973.

Grade IX Diplomas were issued and sent to junior high schools for distribution, at the end of the school year, to students who had satisfactorily completed the course of studies.

SCHOOL BOOK BRANCH

M. S. Fedorak (Manager)

The School Book Branch has completed its 59th year of public service as a wholesale distributor of school books in Alberta. The Branch operates on a non-profit basis and is self-sustaining since it pays for all the charges entering into the costs of operation from a small mark-up on textbooks.

FINANCIAL REPORT

Statistics from the last report of the Provincial Auditor, based on the twelve-month period between April 1, 1972 and March 31, 1973 provide the following information:

a) Total sales for the fiscal year amounted to $3,494,137.88, a decrease of $664,065.96 or 15.97% over the previous year. This is the third consecutive decline and is the largest drop in sales in any twelve-month period in the history of the Branch. The sales decline can be attributed to continued tight-budget policies experienced by most school boards, drop in student enrolment, and changing trends in the use of textbooks in the classroom where, in many subjects, every student does not require a primary text. The total sales figure can be divided into the following six categories: basic texts and workbooks 68.84%; library books .57%; test material 1.91%; special order titles 7.43%; vocational texts 1.10%; N.A.I.T. Bookstore in Edmonton 10.53% and S.A.I.T. Bookstore in Calgary 9.62%.

b) Purchases for the fiscal year were $3,144,209.12. The majority of this stock (approximately 338 tons) was transported from Eastern Canada by lake from Toronto to Thunder Bay and by rail from Thunder Bay to Edmonton. Large supplementary orders (about 169 tons) were brought in by truck. Approximately 8,811 pounds were hauled by railway express and 25,195 pounds were shipped by mail. Total weight of all books purchased was 1,047,971 pounds.

c) The total physical inventory at March 31, 1973 was valued at $1,478,078 59 which is 42.30% of total sales and $10,963.43 more than last year's inventory value. The trend to multiple authorizations in most subjects makes it difficult to keep the inventory at a low level while providing satisfactory service to the public.

d) Net loss for the year was $43,261.28, slightly over 1.24% of total sales.

e) The total operating expenses amounted to $464,969.63. This is 13.31% of total sales or 15.13% based on invoice cost of goods sold.

f) The School Book Branch had 28 dealers serving the school population. These dealers sold books to the value of $102,873.37 which represents 2.94% of total sales.

OTHER SERVICES

In addition to the major responsibility of supplying textbooks, test and workbooks to students enrolled in Grades 1 to 12 in the Province of Alberta, the School Book Branch is responsible for the administration of the Bookstores at the Northern Alberta Institute of Technology in Edmonton and the Southern Alberta Institute of Technology in Calgary. Reports on the operation of these Bookstores can be found in the Annual Report of Alberta Advanced Education.

Special order service is another function provided by the Branch for school boards and educational officials. This refers to books not regularly stocked by the School Book Branch and which are purchased on request. The net sales figure in this category was $259,566.34 and it is expected that this section of the business will continue to grow.

The School Book Branch also stocks books for resale to students enrolled in S.A.I.T. correspondence courses in Practical Mathematics, Power Engineering, Liquified Petroleum Gas Service Training, Automatic Controls, and Dietary Service Training.

Alberta Advanced Education uses the School Book Branch as an agency for distributing books required by foreign- speaking adults and students for new Canadian educational program. During the past fiscal year the net value of books distributed in this program was $10,866.24.

TEXTBOOK RENTAL PLAN

The Textbook Rental Plan, which was first introduced in 1952-53, continues to enjoy success in reducing the cost of books made available to students. All eligible school systems are in the rental scheme. The amount of Government subsidy to adminsiter the rental plan during the 1972-73 fiscal year was $366,954.69. Rental Plan sales were $1,467,818.80 which represents 42.01% of total School Book Branch sales.

STAFF

The School Book Branch has a total of 51 permanent positions, including a staff of five at N.A.I.T. Bookstore and six at S.A.I.T. Bookstore. During the peak busy seasons (June to October) an additional 35 - 40 temporary employees are hired to cope with the extra work load.

At the end of September, 1972, Mr. W. F. Logan retired from the position of Manager of the School Book Branch, after an excellent record of 22 years at the Branch and a total of 35 years in Government service. Mr. Logan carried out his duties and responsibilities in the spirit and finest traditions of the Alberta Provincial Civil Service and under his vigorous guidance the Branch developed remarkably.

Mr. Michael S. Fedorak was promoted to the position of Manager and Mr. Harry Hanly assumed the duties of Assistant Manager.

REPORT OF THE PERSONNEL BRANCH

D. B. Pinckston (Director)

The function of the personnel branch is to furnish support services in matters of personnel selection, position classification, instructor preparation, employee documentation and regulation interpretation. The branch also acts in an advisory capacity to departmental branch heads on the general application of personnel policy.

Again during this past year the personnel branch served the combined needs of the two provincial departments of education. Services were provided within the legislative authority of the Public Service Act together with the general oversight of the Public Service Commissioners Office.

The branch conducted a total of 42 competitions resulting in the appointment of 83 people to positions within the department. Position reclassification reviews, position creations and job descriptions submitted for updating purposes only, totalled 77 transactions.

DEPARTMENT STAFF COMPLEMENT
as of June 30, 1973

Branch Name	Appropriation	Filled	Vacant	Total
Ministers Office	1301	4	0	4
General Administration	1302	47	4	51
School Buildings Branch	1305	15	0	15
Personnel Branch	1317	6	1	7
Services for the Handicapped	1319	0	5	5
Administration of Services for the Handicapped	1320	3	0	3
Field Services	1321	109	11	120
Counselling and Guidance	1322	2	1	3
Registrar	1323	12	1	3
Special Education Services	1325	4	0	4
Examinations Development	1326	9	1	10
Early Childhood Services	1327	2	6	8
Alberta Correspondence School	1331	154	36	190
Alberta School for the Deaf	1332	94	9	103
Curriculum	1341	13	3	16
Audio Visual Services	1342	28	2	30
Research and Development	1344	46	7	53
Communications	1345	2	1	3
School Book Branch	5004	47	4	51
	TOTAL	597	92	689

THE COMMUNICATIONS BRANCH

N. J. Chamchuk (Director)

The Communications Branch is primarily concerned with providing linkages between people who have information and people who read information. The major emphasis is on relating and interpreting programs and policies to the direct interest groups and to the public at large. Less visible, but of marked importance is the internal role of linking policy development to policy enunciation, and of orchestrating departmental communication.

In many cases the branch translates complex statements of programs and policies into terms interpretable to the general public. At the same time, public comment and reaction to educational practice is monitored to provide input into policy formulation.

During 1972-73 the Communications Branch served both Education and Advanced Education. As well, many organizations and institutions outside of government were provided with assistance where educational responsibilities overlapped.

The major activities included:

News Releases: 79 news releases, a number of feature articles, and accompanying photographs.

Publications: Copies of the Annual Report for Education and copies of the report for Advanced Education were prepared and distributed.

Conferences: No formal conferences were convened by the Branch, but staff members attended a number of conventions and conferences of related organizations.

Education Week: In cooperation with other educational agencies, the branch produced a 10 minute program for television broadcast, sent out Education Week publicity packages to newspapers, arranged for educators to appear on talk shows, organized a Ministerial visit to two schools and co-sponsored an essay contest on "What Education Means to Me".

Bureau of Public Affairs: Coordinated the activities of Education and Advanced Education with the activities of the Bureau of Public Affairs.

The Communications Branch was staffed by a Director, an Information Officer and two secretaries. Mr. Larry Shorter was Director from July to September 1972 and from January to April 1973. Mr. Nick Chamchuk was Acting Director from October to December 1972, and was appointed Director effective May 1, 1973.

STATISTICAL APPENDIX

Alberta
EDUCATION

STATISTICAL APPENDIX

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TABLE A ENROLMENTS IN HIGH SCHOOL ACADEMIC SUBJECTS

Subject	No. of Schools	Male	Female	Total
Accounting 10	246	4,345	6,621	10,966
Accounting 20	217	1,913	3,577	5,490
Accounting 30	123	599	972	1,572
Agriculture 10	17	300	59	359
Agriculture 20	2	13	3	16
Agriculture 30	2	4		4
Art 10	171	3,907	4,179	8,086
Art 20	123	1,303	1,396	2,699
Art 30	86	573	638	1,211
Art 21	33	238	357	595
Art 31	22	68	126	194
Aspects of Living 15	2	57	31	88
Automotives 10	5	103	11	114
Automotives 20	2	35	1	36
Automotives 30	1	19		19
Automotives 21	1	3		3
Biology 10	279	10,767	12,279	23,046
Biology 20	274	7,787	9,549	17,336
Biology 30 (Old)	258	5,519	7,732	13,251
Biology 36	90	181	225	406
Business Foundations 15	26	152	245	397
Business Foundations 30	6	40	36	76
Business Fundamentals 10	112	1,970	2,282	4,252
Business Machines 22	22	169	476	645
Business Machines 30	101	456	2,057	2,513
Business Organization & Man. 30	56	443	513	956
Chemistry 10	271	10,873	10,756	21,629
Chemistry 20	271	7,687	7,358	15,045
Chemistry 30	112	1,974	1,647	3,621
Chemistry 36	52	120	145	265
Chemistry 30X (Chem. Study)	173	4,454	3,906	8,360
Child Care & Home Nursing 10	3		67	67
Clerical Practice 20	111	196	2,144	2,340
Clothing Selection 20	1		7	
Clothing & Textiles 10	125	26	3,111	3,137
Clothing & Textiles 20	81	1	867	868
Clothing & Textiles 30	54		351	351
Communications 10	5	57	51	108
Drafting 10	47	855	114	969
Drafting 20	28	276	15	291
Drafting 34	7	68	7	75
Dramatics 10	145	1,905	2,669	4,574
Dramatics 20	102	654	960	1,614
Dramatics 30	65	239	406	645
Driver Education 10	71	1,325	1,132	2,457
Economics 30	173	1,828	1,263	3,091
Electricity 21	1	2	-	2
English 10	265	11,725	13,239	24,964
English 20	264	9,319	10,375	19,694
English 30	265	9,533	9,480	19,013
English 36	158	532	568	1,100
English 13	204	5,948	4,360	10,308
English 23	194	4,727	3,794	8,521
English 33	181	3,906	3,499	7,405
Fabrics & Dressmaking 10	49	3	1,239	1,242
Fabrics & Dressmaking 20	61	1	727	728
Fabrics & Dressmaking 30	44		349	349
Foods & Nutrition 10	45	239	1,055	1,294
Foods & Nutrition 20	44	46	546	592
Foods & Nutrition 30	28	7	222	229
Food Science 10	116	1,281	2,940	4,221
Food Science 20	79	196	748	944
Food Science 30	32	19	218	237
French 10	224	3,476	5,116	8,592
French 20	231	2,342	4,274	6,616
French 30	222	2,154	4,445	6,599
French 36	39	33	136	169
French 11	56	892	1,809	2,701
French 21	41	366	656	1,022
French 31	42	112	318	430
General Technology 10	155	5,094	871	5,965
General Technology 20	109	2,047	91	2,138
General Technology 30	60	482	11	493
Geography 20	153	2,390	1,259	3,649
Geology 10	2	15	6	21
Geology 20	10	28	7	35
German 10	52	836	1,005	1,841
German 20	45	392	547	939
German 30	37	232	371	603
German 36	4	4	6	10
German 30 Exp.	1	5	6	11
German 31	1	2	1	3
Health & Personal Dev. 10	22	460	603	1,063
Home Economics Crafts 10	11	20	214	234
Homes & Home Furnishings 20	5	1	73	74
Home Economics 10	22	92	368	460
Home Economics 11	8	143	38	181
Home Economics 21	24	99	296	395
Hungarian 15	2	2	15	17
Hungarian 25	4	3	9	12
Hungarian 35	1	4	8	12
I.A. Electronics 10	31	697	11	708
I.A. Electronics 20	18	115	–	115
I.A. Electronics 30	8	33	–	33
I.A. Graphic Communications 10	47	1,018	297	1,315
I.A. Graphic Communications 20	26	216	16	232
I.A. Graphic Communications 30	6	16	3	19
I.A. Materials 10	46	1,499	152	1,651
I.A. Materials 20	30	423	10	433
I.A. Materials 30	12	88	-	88
I.A. Power Mechanics 10	26	784	10	794
I.A. Power Mechanics 20	17	238	–	238
I.A. Power Mechanics 30	8	55	–	55
Language 21	35	233	353	586
Langue et Litterature 10	11	135	185	320
Langue et Litterature 20	8	61	90	151
Langue et Litterature 30	2	28	28	56
Latin 10	11	66	80	146
Latin 20	8	27	38	65
Latin 30	4	6	10	16
Latin 36	1	1	6	7
Law 20	196	3,954	3,170	7,124
Literature 10	4	97	131	228
Literature 11	43	468	521	989
Literature 21	105	1,160	1,514	2,674
Mathematics 10	279	9,817	9,777	19,594
Mathematics 20	270	7,663	7,399	15,062
Mathematics 30 (Old)	86	2,490	2,194	4,684
Mathematics 30 (New)	206	5,206	4,328	9,534
Mathematics 36	49	135	169	304

TABLE A. (Cont'd.)

Subject	No. of Schools	Male	Female	Total
Mathematics 14	3	3	3	6
Mathematics 32	11	60	12	72
Mathematics 33	119	2,507	1,389	3,896
Mathematics 31 (Matrices)	7	37	12	49
Mathematics 31 (Calculus)	89	1,440	450	1,890
Mathematics 31 (New)	79	1,245	376	1,621
Mathematics 31-36	14	39	69	108
Merchandising 20	88	918	1,391	2,039
Merchandising 30	27	133	203	336
Modern Living 10	44	104	690	794
Modern Living 20	22	62	338	400
Modern Living 30	14	42	191	233
Music 10	74	448	1,225	1,673
Music 20	52	140	437	577
Music 30	32	43	174	217
Music 11	115	1,468	1,311	2,779
Music 21	96	671	698	1,369
Music 31	69	387	367	754
Music 12	20	204	279	483
Needlework 10	5	2	140	142
Occupations 10	70	978	973	1,951
Office Practice 30	121	83	1,745	1,828
Perspectives for Living 15	5	121	137	258
Physical Education 10	278	16,195	16,030	32,225
Physical Education 20	247	7,128	4,684	11,812
Physical Education 30	145	2,345	1,391	3,736
Physics 10	253	8,790	3,624	12,414
Physics 20	240	6,496	2,244	8,740
Physics 30	210	4,734	1,177	5,911
Physics 36	44	125	48	173
Physics 30X (P.S.S.C.)	19	568	101	669
Psychology 20	204	3,873	5,092	8,965
Reading 10	113	2,010	1,462	3,472
Recordkeeping 10	75	967	1,464	2,431
Religious Study 10	42	2,564	2,652	5,216
Religious Study 20	33	1,757	1,867	3,624
Religious Study 30	25	928	855	1,783
Russian 15	2	5	9	14
Russian 25	2	3	3	6
Russian 35	1	1		1
Science 11	220	4,841	4,800	9,641
Science 14	12	466	376	842
Shorthand 20	115	21	2,283	2,304
Shorthand 30	78	1	750	751
Shorthand 31	56	24	816	840
Social Studies 10	284	16,939	17,045	33,984
Social Studies 20	272	10,424	10,558	20,982
Social Studies 30 (Old)	260	6,999	7,506	14,505
Social Studies 36	200	1,296	970	2,266
Sociology 20	193	3,525	3,989	7,514
Spanish 15	1	11	20	31
Spanish 25	1	4	10	14
Spanish 35	1	—	—	1
Typewriting 10	278	8,141	15,123	23,264
Typewriting 20	259	1,396	8,028	9,424
Typewriting 30	217	296	3,909	4,205
Ukrainian 10	21	172	202	374
Ukrainian 20	17	108	115	223
Ukrainian 30	15	64	102	166
Ukrainian 36	3	3	2	5
Woodwork 10	3	96	2	98
Woodwork 21	3	39	1	40
Woodwork 30	2	11		11

TABLE B. ENROLMENT IN HIGH SCHOOL VOCATIONAL SUBJECTS

Subject	No. of Schools	Male	Female	Total
Agricultural Mechanics 22	5	45	1	46
Agricultural Mechanics 32	5	25	1	26
Aircraft Maintenance 12	3	25	1	26
Aircraft Maintenance 22	2	21	2	23
Aircraft Maintenance 32	2	15		15
Appliance Servicing 12	4	76	6	82
Appliance Servicing 22	1	4		4
Appliance Servicing 32	1	3		3
Auto Body 12	12	312	1	313
Auto Body 22	14	131	1	132
Auto Body 32	10	71		71
Automotives 12	44	2,289	89	2,378
Automotives 22	36	975	5	980
Automotives 32	33	445	3	448
Automotives 15	3	125		125
Automotives 25	3	72		72
Automotives 35	3	13		13
Beauty Culture 12	29	13	906	919
Beauty Culture 22	29	6	417	423
Beauty Culture 32	26	3	216	219
Beauty Culture 22A	6		22	22
Building Construction 12	33	1,007	7	1,014
Building Construction 22	30	365	1	366
Building Construction 32	25	166		166
Building Construction 15	4	29		29
Building Construction 25	3	37		37
Building Construction 35	1	6		6
Building Maintenance 12	2	83		83
Building Maintenance 22	1	3		3
Building Maintenance 32	1	6		6
Carpentry 15	2	36		36
Commercial Art 12	11	131	156	287
Commercial Art 22	12	102	103	205
Commercial Art 32	12	58	77	135
Commercial Art 15	1	15	11	26
Commercial Textiles 22	1		16	16
Commercial Textiles 32	1		5	5
Data Processing 22	40	368	693	1,061
Data Processing 32 (Computer)	13	106	66	172
Data Processing 32 (Office Records)	5	33	58	91
Drafting 12	11	1,430	227	1,657
Drafting 22	29	500	37	537
Drafting 32	25	226	19	245
Drafting 15	4	79	7	86
Drafting 35	6	39	4	43
Dry Cleaning 12	2	17	5	22
Dry Cleaning 22	1	7	2	9
Dry Cleaning 32	1	8	2	10
Electricity 12	34	1,147	13	1,160
Electricity 22	23	191		191
Electricity 32	17	99		99
Electricity 15	4	53		53
Electricity 25	2	22		22
Electricity 35	1	15		15
Electronics 22	27	311	4	315
Electronics 32	27	222		222
Food Preparation 12	16	346	201	547
Food Preparation 22	14	151	59	210
Food Preparation 32	11	60	29	89

Subject	No. of Schools	Male	Female	Total
Forestry 12	1	33		33
General Business 15	5	48	124	172
Graphics Arts 12	8	296	70	366
Graphic Arts 22	6	88	17	105
Graphic Arts 32	7	72	17	89
Horticulture 12	6	85	51	136
Horticulture 22	3	22	5	27
Horticulture 32	3	10	4	14
Heavy Duty Equipment Operator 12	1	14		14
Industrial Chemistry 12	1	14	2	16
Industrial Chemistry 22	1	8		8
Industrial Chemistry 32	1	2		2
Language 22	51	541	638	1,179
Lithography 12	2	67	35	102
Lithography 22	1	5	4	9
Lithograph 32	1	6	2	8
Mathematics 13	177	5,899	3,972	9,871
Mathematics 23	172	4,359	2,710	7,069
Mathematics 15	221	4,281	5,007	9,288
Mathematics 25	178	1,772	1,936	3,708
Machine Shop 12	22	598	2	600
Machine Shop 22	19	184	2	186
Machine Shop 32	13	68		68
Performing Arts 12	5	42	51	93
Performing Arts 22	2	14	22	36
Performing Arts 32	2	10	12	22
Physics 22	33	373	27	400
Physics 32	26	262	6	268
Pipetrades 12	7	150		150
Pipetrades 22	7	71		71
Pipetrades 32	6	41		41
Plastics 15	2	24	1	25
Plastics 25	1	3		3
Plastics 35	1	4		4
Practical Nursing 12	4		124	124
Practical Nursing 22	3		46	46
Science 15	5	123	136	259
Sewing & Design 15	2		40	40
Sewing & Design 25	2		23	23
Sewing & Design 35	2		28	28
Sheet Metal 12	7	130		130
Sheet Metal 22	5	25		25
Sheet Metal 32	3	10		10
Special Projects 10	152	763	957	1,720
Special Projects 20	146	522	674	1,196
Special Projects 30	139	452	580	1,032
Television Crafts 22	1	19		19
Television Crafts 32	1	10	1	11
Visual Materials & Production 22	1	12	14	26
Welding 12	22	663	2	665
Welding 22	17	219		219
Welding 32	12	106	1	107
Welding 15	2	61		61
Welding 25	3	21		21
Welding 35	1	4		4
Work Experience 25	134	1,434	1,894	3,328
Work Experience 35	112	582	878	1,460

TABLE C

CLASSES FOR THE MILDLY RETARDED (Opportunity Classes)

Under 60 School Authorities

Auspices	Classes		Enrolment	
Calgary Public Schools	48		473	
Calgary Separate Schools	24		365	
Camrose Separate Schools	1		13	
Edmonton Public Schools	73		707	
Edmonton Separate Schools	20		231	
Grande Prairie Public Schools	2		20	
Lethbridge Public Schools	7		66	
Lethbridge Separate Schools	1		10	
Medicine Hat Public Schools	6		76	
Red Deer Public Schools	4		47	
Wetaskiwin Public Schools	2		20	
CITIES TOTAL		188		2028
49 Non-Urban Jurisdictions		118		1326
GRAND TOTAL		306		3354

TABLE E

CLASSES FOR MODERATELY (TRAINABLE) RETARDED CHILDREN

Auspices	Classes	Enrolment
Calgary Public School Board	33	257
Lethbridge Public School Board	10	64
St. Paul Public School Board	3	21
Wetaskiwin Public School Board	6	58
Local Associations:		
Edmonton (Winnifred Stewart)	57	363
Grande Prairie (Peace School of Hope)	6	46
Medicine Hat (Georges P. Vanier)	5	40
Red Deer (Parkland)	5	41
Sherwood Park (Robin Hood)	8	48
Other *	21	118
	154	1056

* Schools operated by parent Associations in the following locations: Camrose, Drumheller, Edmonton, Falher, Fort McMurray, Grand Centre, High Prairie, Olds, Peace River, Vegreville, Vermilion.

TABLE D

CLASSES FOR CHILDREN WITH SPECIAL PROBLEMS

Auspices	Classes		Enrolment	
HEARING HANDICAPPED				
Calgary Public Schools	6		48	
Edmonton Public Schools	7		69	
		13		117
VISUALLY IMPAIRED				
Calgary Public Schools	1		17	
Calgary Separate Schools	1		7	
Edmonton Public Schools	3		72	
		5		96
LEARNING DISABILITIES				
Calgary Public Schools	7		67	
Calgary Separate Schools	14		129	
Edmonton Public Schools	54		557	
Edmonton Separate Schools	6		55	
Lethbridge Public Schools	1		9	
Others	32		447	
		114		1264
INSTITUTIONAL				
Calgary Public Schools	24		172	
Edmonton Public Schools	84		564	
Edmonton Separate Schools	7		59	
County of Ponoka	3		46	
Red Deer Public Schools	1		10	
Sturgeon Division	1		12	
		120		863
OTHER				
Calgary Public Schools	22			
Calgary Separate Schools	1			
Edmonton Public Schools	7		—	
Edmonton Separate Schools	14		—	
Lethbridge Public Schools	1			
		45		varies
		297		2340 +

TABLE F

ALBERTA CORRESPONDENCE SCHOOL

OVERALL ENROLMENTS: 1972-73

Elementary Level	185
Junior High Level	881
Senior High Level	16,363
TOTAL	17,429

ENROLMENTS ACCORDING TO CLASSIFICATION

Students in Supervised Centres (Grades I - VI)	41
Students in Supervised Centres (Grades VII - IX)	18
Students in Schools (Grades I - VI)	4
Students in Schools (Grades VII - IX)	286
Students Unable to Attend School for Medical Reasons (all grades)	272
Students in Rehabilitative Institutions (all grades)	694
Students in Provinces other than Alberta (all grades)	231
Students in the Yukon and Northwest Territories (all grades)	418
Students Outside Canada (all grades)	150
Students Outside Alberta enrolled in senior high school courses	655
Adults (Grades I - VI), 16 years of age and over	11
Adults (Grades VII - XII), 18 years of age and over — not attending school	6,595
Adults (Grades VII - XII), 18 years of age and over — attending school and also enrolled in correspondence courses	668
Students (all ages) who attended a senior high school in Alberta and also enrolled in one or more correspondence courses	8,617
Students (all ages) in Alberta enrolled in senior high correspondence courses and not attending school	7,091

TRAVELLING TEACHER

Students contacted were in the following categories:

In hospitals (medical cases)	6
In their own homes (medical cases)	28
In Hutterite and Mennonite Colony Schools	146
In public schools	4
In vocational and rehabilitation centres	4
In correctional institutions	21
In oilfields	7
In lumber camps	8
In unorganized territory (isolated farms)	5
On Indian Reserves	5

LIBRARY SERVICES

	1971-72	1972-73
Circulation of books for elementary grades	866	987
Circulation of books for junior and senior high school grades	7,391	7,757
TOTALS	8,257	8,744

FISCAL DATA

The details of revenue and expenditures for 1972-73 are as follows:

Total expenditures	1,674,435.60
Net revenue	292,786.17
Amount of services supplied free of charge (medical cases, students detained in correctional institutions, wards of the Government of Alberta, etc.)	32,359.00
Amount received by Department of Education for Alberta Correspondence School assistance to the bilingual program (Channelled to GENERAL REVENUE)	3,938.85

TABLE G

FIELD SERVICE STAFF CHANGES

The following staff changes occurred during the school year 1972-73.

(a) New Appointments

Mr. Gary Gay was appointed to the position of Science Consultant and assigned to the Grande Prairie Regional Office.

(b) Transfers

There were eight transfers or reassignments which included:

Mr. Henry Toews, Consultant in Social Studies, was transferred from the Edmonton to Calgary Regional Office. Mr. J. C. Rennie, Consultant in Language Arts, was transferred from the Athabasca Regional Office to Calgary. Mr. M. P. Kowalchuk, Consultant in Social Studies and Intercultural Education was transferred from the Athabasca Regional Office to Lethbridge. Mr. H. A. Callihoe, Consultant in Intercultural Education, was transferred from the Athabasca Regional Office to Edmonton. Mrs. P. Shanahan, Consultant in Primary Education, was transferred from Athabasca to the Edmonton Regional Office and subsequently reassigned to the Early Childhood Services Branch. Mr. E. O. Olstad, Consultant in Social Studies in Grande Prairie was transferred to Edmonton. Dr. J. A. Bacon, Education Consultant, was transferred from Edmonton to Red Deer. Miss C. A. Lomas, Econometrician, was transferred from Edmonton to Red Deer.

(c) Retirements

Mr. G. Filipchuk, Consultant in Social Studies, in the Edmonton Regional Office retired after 16 years of service.

(d) Secondments

Mr. G. B. Hawley and Dr. M. Thornton were seconded to the Curriculum Branch on a full-time basis. Mr. R. Marrinier, situated in the Edmonton Regional Office, has served the Curriculum Branch on a part-time basis.

(e) Appointments to Other Branches

Mrs. P. Shanahan was appointed to a consultant's position in the Early Childhood Services Branch. Dr. J. D. Harder became Associate Director of Industrial Education in the Curriculum Branch and Mr. L. R. Tolman was appointed Associate Director of Environmental Studies in the Curriculum Branch. Mr. J. C. Meek was appointed Coordinator of the Educational Opportunities Fund. Mr. N. J. Chamchuk was appointed Director of the Communications Branch.

Mr. B. L. Stringham, Director of the Branch, has been away on educational leave as were Mr. L. R. Tolman, Mr. C. D. Ledgerwood, Mr. B. C. Honert, Mr. K. D. Nixon, and Dr. M. F. Thornton.

TABLE H

CONSTRUCTION OF SCHOOL BUILDINGS

July 1, 1972 to June 30, 1973

School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost
Calgary 19		Marlborough West Elem.	New	general classrooms (10) science experience (1) ancillary (1) library (1) gym (1) stage (1)	35,299	$611,379
Calgary R.C.S. 1		Dover Elementary	New	general classrooms (11) science experience (1) ancillary (1) library (1) gym (1) stage (1)	25,039	379,591
Calgary R.C.S. 1		East Huntington Hills Elementary	New	general classrooms (6) library-ancillary (1) gym (1) stage (1)	14,322	241,039
Edmonton 7		Ottewell Jr. H. S.	Addition	science experience (2) ancillary (1) library (1) home ec (1) industrial arts extension	14,837	274,039
Edmonton 7		McKernan Jr. H. S.	Addition	science experience (2) ancillary (3) library (1) gym (1)	20,400	379,644
Edmonton 7		Allendale Elem. & Junior High School	Addition	science experience (1) ancillary (2) library (1) gym (1)	14,560	276,349
Edmonton 7		Abbott Elementary	Addition	general classrooms (8) science experience (1) ancillary (2) library (1) gym (1) stage (1)	26,200	441,994
Edmonton 7		Braemar Elementary	Addition	general classrooms (2) ancillary (1) library (1) gym (1)	11,330	214,137
Edmonton 7		Hazeldean Elementary	Addition	Ancillary classrooms (1) library (1) gym (1)	7,665	141,278
Edmonton 7		Montrose Elementary	Addition	general classrooms (2) library (1)	4,761	82,136
Edmonton R.C.S. 7		St. Monica Elementary	New	general classrooms (6) ancillary (1) library (1) gym (1) stage (1)	17,645	279,144
Edmonton R.C.S. 7		St. James Elementary & Junior High School	Addition	general classrooms (2) ancillary (1) library (1) gym (1) stage (1)	11,325	228,652
Edmonton R.C.S. 7		St. Philip Jr. H. S.	New	general classrooms (10) science experience (2) ancillary (1) library (1) gym (1) stage (1) home economics (1) industrial arts (1)	38,845	766,800
Edmonton R.C.S. 7		St. Justin Elem.	New	general classrooms (4) science experience (1) ancillary (1) library (1) gym (1) stage (1)	14,795	299,747
Lethbridge 51		Senator Buchanan Elem.	Addition	general classrooms (4) ancillary (1)	8,267	151,451
Red Deer 104		West Park Elementary	Addition	gym (1) stage (1)	4,791	95,772
Grande Prairie 2357		Highland Park Elem.	New	general classrooms (11) science experience (1) ancillary (1) library (1) gym (1) stage (1)	26,572	434,452
Wetaskiwin 264		King Edward Elementary	Addition	science experience (1) ancillary (1) library (1) gym (1) stage (1)	12,518	218,564
Onoway 850	Lac Ste. Anne Cty. 28	Elementary	Addition	general classrooms (9) science experience (1) ancillary (2) library (1)	21,036	319,747
Vauxhall 4053	Taber Div. 6	Elementary	Addition	science experience (1) gym extension	2,635	51,593
Bonnyville 2665		Elementary (Notre Dame)	Addition	gym (1) stage (1)	9,078	146,610

TABLE H (Cont'd.)

CONSTRUCTION OF SCHOOL BUILDINGS

July 1, 1972 to June 30, 1973

School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost
Spruce Grove 450	Parkland Cty. 31	Brookwood Elementary	New	general classrooms (15) ancillary (2) library (1) science experience (1) gym (1) stage (1)	35,002	556,182
Ponoka 423	Ponoka Cty. 3	Riverside Elementary	Addition	gym (1) stage (1)	4,414	84,307
Cremona 1136	Mountain View Cty. 17	Junior Sr. H. S.	Addition	Industrial arts shop extension	1,886	64,312
Thorsby 4162	Leduc Cty. 25	Junior Sr. H. S.	Addition	Library (1)	2,325	39,874
Leduc 297	Leduc Cty. 25	Willow Park Elem.	Addition	general classrooms (4) science experience (1) ancillary (1)	8,322	156,953
Youngstown 2186	Sullivan Lake Div. 9	Elem. Jr. Sr. H. S.	Addition	general classrooms (5) science experience (1) ancillary (1) library (1)	11,539	230,665
Grimshaw 4523	Peace River Div. 10	Elementary	New	general classrooms (8) science experience (1) ancillary (1) library (1) gym (1)	19,244	359,093
St. Paul 2228		Pavillion Elem.	Addition	general classrooms (7) science experience (2) ancillary (2) library (1) gym (1) stage (1)	25,100	441,258
Wolf Grove 5276	Northland Div. 61	Menno-Simons Elem. Junior High School	New	general classrooms (4) science experience (1) [illegible] (1) gym (1) stage (1)	13,789	416,979
Savanna 5209	Spirit River Div. 47	Elem. Jr. Sr. H. S.	Addition	library-ancillary (1) gym (1) stage (1)	6,064	142,868
Raymond 700	Warner Cty. 5	Junior-Senior H.S.	Addition	library (1) ancillary (1)	9,105	191,751
Bonanza 4516	Spirit River Div. 47	Elementary & Junior High School	Addition	Physical Education Activity Room	1,738	29,198
Bentley 687	Lacombe Cty. 14	Junior-Senior H. S.	New	general classrooms (6) science experience (1) ancillary (1) library (1) gym (1) stage (1)	20,531	449,424
Lougheed 1792	Flagstaff Cty. 29	Elem. & Jr. H. S.	Addition	gym (1)	4,936	86,952
Bonnyville 2665		Junior High School	Addition	general classrooms (2)	2,720	46,213
Sherwood Park R.C.S. 105		Glen Allen Elementary	New	general classrooms (11) science experience (1) ancillary (1) library (1) gym (1) stage (1)	25,184	477,489
Leduc 297	Leduc Cty. 25	Willow Park Elementary	Addition	general classrooms (4) science experience (1) ancillary (1)	8,322	164,360
Cereal 3192	Acadia Div. 8	Elem. Jr. Sr. H. S.	Addition	general classrooms (1) science experience (1) library (1)	5,694	113,368
Grand Centre R.C.S. 67		Assumption Elem. & Junior High School	Addition	gymnasium extension	1,995	37,751
Carstairs 642	Mountain View Cty. 17	Elem. Jr. Sr. H. S.	Addition	science experience (2) ancillary (2) library (1) home economics (1)	13,641	309,787
Olds 235	Mountain View Cty. 17	Junior Senior H. S.	Addition	gymnasium	7,302	171,597
Sundre 4394	Mountain View Cty. 17	Junior Senior H. S.	Addition	ancillary (2) library extension industrial arts extension	8,478	223,904
Salisbury 530	Strathcona Cty. 20	Composite H. S.	Addition	general classrooms (10) science experience (5) medical services lab (1) ancillary (3) home economics (1)	34,234	665,167
Alcoma 3991	Newell Cty. 4	Rainier Elem. & Jr. High School	Addition	general classrooms (2) gym (1) stage (1)	8,049	170,156

TABLE H (Cont'd.)

CONSTRUCTION OF SCHOOL BUILDINGS

July 1, 1972 to June 30, 1973

School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost
Coaldale R.C.S. 73		St. Joseph Elem. & Junior High School	Addition	Library (1)	2,390	49,569
Coalhurst 2394	Lethbridge Cty. 26	High School	Addition	library (1)	2,131	57,580
Fort McMurray 2833		New Elementary	New	general classrooms (15) science experience (1) ancillary (2) library (1) gym (1) stage (1)	34,088	712,098
Two Hills 1941	Two Hills Cty. 21	Junior-Senior H. S.	Addition	science experience classrooms (2) library (1)	5,965	104,500
Fort McMurray R.C.S. 32		Elem. Jr. H. S.	Addition	general classrooms (2) science experience (1) ancillary (2) library (1) gym (1) stage (1) home economics (1)	20,852	401,920
Sedgewick 1567	Flagstaff Cty. 29	Elem. & Jr. H. S.	Addition	general classrooms (7)	9,789	172,405
Barrhead 4310	Barrhead Cty. 11	Elementary School	Addition	library (1)	4,445	76,000
Buffalo Head Prairie 4998	Fort Vermilion Div. 52	Elem. & Jr. H. S.	Addition	gym (1) stage (1)	5,253	138,500

I.

TEACHER CERTIFICATION AND HIGH SCHOOL RECORD EVALUATION

TEACHERS' PERMANENT CERTIFICATES ISSUED BY THE DEPARTMENT FOR THE YEAR ENDING JUNE 30, 1973

Type of Certificate	New	Reissued*	Total
Professional	2,041	231	2,272
Standard Secondary	282	16	298
Standard Elementary	529	74	603
Junior Elementary	450	23	473
Second Class		1	1
TOTAL	3,302	345	3,647

* Certificates reissued because of change of name

TEACHERS' INTERIM CERTIFICATES ISSUED TO ALBERTA TEACHERS BY THE DEPARTMENT FOR THE YEAR ENDING JUNE 30, 1973

Type of Certificate	Replacing a Certificate Already Held	Issued for First Time	Total
Professional	1,199	979	2,178
Standard Secondary	8	4	12
Standard Elementary	45	13	58
Junior Elementary	12	1	13
Provisional	132	1,017	1,149
Conditional		21	21
TOTAL	1,396	2,035	3,431

TEACHERS' INTERIM CERTIFICATES ISSUED TO TEACHERS FROM OUTSIDE ALBERTA BY THE DEPARTMENT FOR THE YEAR ENDING JUNE 30, 1973

Type of Interim Certificate Issued

Origin of Teacher	Prof.	Std. S.	Std. E.	Jr. E.	Prov'l.	Cond'l.	Total
1. OTHER PROVINCES							
Saskatchewan	55		3	1	27		87
Manitoba	17			2	15		34
British Columbia	29		1	1	18		49
Ontario	32		2	1	25		60
Nova Scotia	12			1	7		20
Quebec	6		1		5		12
New Brunswick	6		1	2	6		15
Newfoundland	1				1		2
P.E.I.	1		1				2
Total Other Provinces	159		10	8	104		281
2. U.S.A.	88	1	1		66		156
3. BRITISH ISLES							
England	2				4		6
Scotland					1		1
Ireland	2						2
Total British Isles	4				5		9
4. OTHER COMMONWEALTH							
Australia	5				2		7
India	3			1			4
New Zealand	2						2
British West Indies	1						1
Hong Kong					1		1
Total Commonwealth	11			1	3		15
5. OTHER COUNTRIES							
Africa	2						2
Philippines	3		2				5
Germany	2						2
Others	4						4
Total Other Countries	11		2				13
GRAND TOTAL	273	1	13	9	178		474

TEACHER CERTIFICATION AND HIGH SCHOOL RECORD EVALUATION

NUMBERS OF CERTIFICATES BY TYPE HELD BY TEACHERS UNDER CONTRACT DURING 1972-73

Type of Certificate	Number Held
Professional	16,309
Standard Secondary *	1,122
Standard Elementary *	2,382
Standard Elementary and Secondary *	477
Junior Elementary *	2,784
Letters of Authority *	107
First Class **	6
High School **	1
Elementary and Intermediate **	8
Second Class **	152
Provisional	1,073
Conditional	60
Others	17
TOTAL	24,498

* Now issued under special conditions only.
** No longer issued by the Department.

DEGREES HELD BY TEACHERS DURING THE YEAR JUNE 30, 1973

(For-Teachers with more than one degree, their highest degree only is counted.)

Degree Held	No. of Teachers
Bachelor of Education	9,940
Other Bachelor Degrees	2,838
Master of Education	818
Other Master Degrees	532
Doctor of Education or Philosophy	39
Other Degrees	473
TOTAL	14,640

PROFESSIONAL STATEMENTS ISSUED BETWEEN JULY 1, 1972 AND JUNE 30, 1973

Destination of Teacher	No. of Statements
Alberta	193
British Columbia	222
Ontario	81
Saskatchewan	54
Manitoba	8
Quebec	2
New Brunswick	9
Nova Scotia	5
Prince Edward Island	1
Newfoundland	8
United States of America	4
England	7
Scotland	1
Australia and New Zealand	4
Yukon Territories	6
Northwest Territories	2
Germany	1
TOTAL	608

Requested Statements of Teaching Experience in Alberta	532
Requested Copies of Inspector's Reports	37

HIGH SCHOOL EVALUATIONS FOR STUDENTS FROM OUTSIDE OF CANADA 1972-73

Place of Origin	No. of Evaluations
United States of America	192
Hong Kong	154
British Isles	43
Europe	38
West Indies	7
Asia	25
Africa	41
India, Pakistan	15
Australia and New Zealand	22
South America	5
Others	12
TOTAL	554

LETTERS OF AUTHORITY

During the twelve month period under review 105 Letters of Authority were issued.

TABLE J

ORGANIZATION OF SCHOOLS

September 1972 - June 1973

No. of 1-Room Schools	82
No. of Multiple Room Schools	
2-Room Schools	71
3-Room Schools	65
4-Room Schools	96
5-Room Schools	59
6-Room Schools	84
7-Room Schools	46
8-Room Schools	66
9-Room Schools	94
10-Room Schools	67
11 to 15 Rooms	305
16 to 20 Rooms	167
21 to 25 Rooms	97
26 to 30 Rooms	47
31 or more Rooms	48
Total Schools	1,394
Total Enrolment	422,333

No. of Classrooms:	
Elementary (Grades 1 - 6)	8,986
Junior High (Grades 7 - 9)	3,992
Senior High (Grades 10 - 12)	3,498
Elementary and Junior High	106
Junior High and Senior High	4
Elementary, Junior and Senior	1
	16,587

TABLE K

OPERATION OF SCHOOL DISTRICTS, DIVISIONS AND COUNTIES

Year	No. of School Districts in Existence	No. of Schools and School Systems in Operation	No. of Rooms in Operation	Percentage of School Districts With Operating Schools	No. of School Divisions and Counties	No. of School Districts in Divisions and Counties	No. of School Districts not in Divisions and Counties
1935-36	3,734	3,492	5,873	90.49	11	754	2,980
1936-37	3,926	3,542	5,935	90.22	22	1,491	2,435
1937-38	3,978	3,591	6,034	90.27	44	3,087	891
1938-39	3,992	3,592	6,082	90.27	46	3,260	732
1939-40	4,008	3,596	6,180	89.55	48	3,346	662
1940-41	4,005	3,639	6,276	90.86	50	3,448	557
1941-42	4,001	3,625	6,327	90.60	50	3,489	512
1942-43	4,008	3,277	5,988	81.76	49	3,515	493
1943-44	4,012	2,852	5,603	71.03	52	3,558	454
1944-45	4,022	2,595	5,419	64.52	54	3,615	407
1945-46	4,034	2,722	5,716	70.57	55	3,639	395
1946-47	4,041	2,659	5,828	67.45	57	3,701	340
1947-48	4,046	2,550	5,811	63.02	57	3,734	312
1948-49	3,950	2,459	5,915	62.25	57	3,754	196
1949-50	3,965	2,302	6,050	58.08	57	3,776	189
1950-51	3,979	2,136	6,232	53.68	58	3,799	180
1951-52	3,990	2,137	6,392	48.80	58	3,811	179
1952-53	4,008	2,036	6,552	44.56	58	3,827	181
1953-54	4,029	1,836	6,946	39.84	59	3,829	200
1954-55	4,049	1,714	7,368	35.71	59	2,871	178
1955-56	4,080	1,558	7,801	31.20	59	3,918	162
1956-57	4,100	1,420	8,267	27.10	59	3,934	166
1957-58	4,112	1,318	8,729	23.76	59	3,938	174
1958-59	4,132	1,253	9,407	21.39	59	3,944	186
1959-60	4,159	1,400	10,066	19.90	58	3,955	204
1960-61	4,174	1,346	10,741	17.27	59	3,995	179
1961-62	4,203	1,416	11,285	17.49	59	4,023	180
1962-63	4,217	1,377	11,801	16.95	59	4,036	181
1963-64	4,227	1,350	12,446	16.44	59	4,043	184
1964-65	4,234	1,340	12,996	15.82	59	4,057	177
1965-66	4,239	1,376	13,601	15.31	59	4,065	174
1966-67	4,261	1,385	14,232	15.04	60	4,091	170
1967-68	4,268	1,388	14,889	14.67	60	4,099	169
1968-69	4,270	1,400	15,516	14.43	60	4,108	162
1969-70	4,267	1,366	16,250	14.08	60	4,116	151
1970-71	4,273	1,382	16,587	13.88	60	4,130	149
1971-72	4,290	1,376	16,786	13.75	60	4,143	146
1972-73	4,294	1,394	16,587	13.67	60	4,147	146

TABLE L

CHANGES IN SCHOOL DISTRICTS

	To June 1972	1972-73
No. of School Districts established during the year	17	4
No. of School Districts dissolved during the year	0	0
No. of School Districts in the province including Units in Consolidated School Districts	4,289	4,293
No. of Regional High School Districts in the province	1	1
No. of Consolidated School Districts in the province	3	3
No. of School Districts in Consolidated School Districts	11	11
No. of School Divisions and Counties in existence	60	60

ESTABLISHED DURING YEAR
JULY 1, 1972 TO JUNE 30, 1973

Name of District	No.	Date of Establishment
Giroux Lake	S.D. 5293	November 6, 1972
Nutown	S.D. 5294	November 6, 1972
Creekland	S.D. 5295	November 6, 1972
Olympus	S.D. 5296	November 6, 1972

TABLE M OPERATION OF SCHOOLS BY SCHOOL DIVISIONS, COUNTIES AND DISTRICTS 1972-73

Unit	No.	1 - 6	7 - 9	10 - 12	Total	Total Rooms	Gross Total Teachers
SCHOOL DIVISION:							
Berry Creek	1	104	67	42	213	11	13
Cardston	2	1,500	788	611	2,899	109	135
Medicine Hat	4	477	256	63	796	41	57
Taber	6	1,441	771	704	2,916	122	157
Acadia	8	510	235	261	1,006	45	55
Sullivan Lake	9	134	57	49	240	12	14
Peace River	10	1,593	846	749	3,188	131	174
Yellowhead	12	2,641	1,422	1,016	5,079	202	260
Rocky Mountain	15	1,551	737	536	2,824	104	133
Neutral Hills	16	383	215	137	735	36	45
Sturgeon	24	1,249	561	—	1,910	69	98
Willow Creek	28	1,510	827	734	3,071	131	173
Pincher Creek	29	796	388	288	1,472	64	79
Starland	30	340	189	145	674	30	38
Wainwright	32	925	564	517	2,006	79	107
Provost	33	586	273	228	1,087	48	59
Westlock	37	1,364	758	582	2,704	112	141
Foothills	38	1,791	981	628	3,400	135	182
Calgary	41	2,424	1,214	854	4,492	180	247
Bonnyville	46	1,450	752	733	2,935	116	161
Spirit River	47	1,038	541	357	1,936	78	100
High Prairie	48	2,049	1,004	847	3,900	159	185
Fairview	50	826	439	319	1,584	64	90
Lac La Biche	51	1,324	568	350	2,242	90	121
Fort Vermilion	52	1,522	474	118	2,114	75	90
East Smoky	54	1,016	462	341	1,819	71	93
Three Hills	60	1,006	527	438	1,971	92	109
Northland	61	1,912	465	18	2,395	112	133
Drumheller Valley	62	703	389	612	1,704	63	90
Crowsnest Pass	63	841	440	364	1,645	66	91

Unit	No.	1 - 6	7 - 9	10 - 12	Total	Total Rooms	Gross Total Teachers
COUNTIES:							
Grande Prairie	1	1,505	765	528	2,798	113	150
Vulcan	2	828	488	398	1,714	77	99
Ponoka	3	1,695	1,016	960	3,671	152	208
Newell	4	880	489	275	1,644	75	87
Warner	5	989	517	461	1,967	86	114
Stettler	6	658	356	33	1,047	53	64
Thorhild	7	766	401	386	1,553	70	82
Forty Mile	8	658	356	304	1,318	58	83
Beaver	9	1,142	561	496	2,199	82	118
Wetaskiwin	10	1,221	740	354	2,315	99	123
Barrhead	11	1,197	639	586	2,422	97	120
Athabasca	12	1,243	704	503	2,450	101	131
Smoky Lake	13	623	320	340	1,283	51	67
Lacombe	14	1,788	970	891	3,649	147	206
Wheatland	16	1,023	522	379	1,924	85	101
Mountain View	17	2,079	1,171	928	4,178	161	218
Paintearth	18	599	320	286	1,205	53	68
St. Paul	19	902	512	321	1,735	71	88
Strathcona	20	5,297	2,386	1,924	9,607	374	487
Two Hills	21	784	403	371	1,558	65	84
Camrose	22	1,256	711	468	2,435	112	136
Red Deer	23	2,289	1,286	802	4,377	189	245
Vermilion River	24	1,164	659	548	2,371	105	141
Leduc	25	2,764	1,361	998	5,123	191	261
Lac Ste. Anne	28	1,947	1,012	676	3,635	153	188
Lethbridge	26	1,556	830	751	3,137	131	174
Minburn	27	1,002	567	639	2,208	92	126
Flagstaff	29	1,265	658	628	2,551	107	137
Lamont	30	908	500	391	1,799	78	105
Parkland	31	3,285	1,531	1,149	5,965	229	320

TABLE M (Cont'd.) OPERATION OF SCHOOLS BY SCHOOL DIVISIONS COUNTIES AND DISTRICTS 1972-73

Unit	No.	1 - 6	7 - 9	10 - 12	Total	Total Rooms	Gross Total Teachers
CITY SCHOOL DISTRICTS:							
Edmonton	7	36,014	18,724	18,051	72,789	2,857	3,788
Calgary	19	41,479	21,488	17,866	80,833	3,007	4,266
Lethbridge	51	3,700	2,016	2,004	7,720	257	363
Medicine Hat	76	2,309	1,345	1,543	5,197	201	292
Red Deer	104	2,720	1,474	1,654	5,848	216	309
Wetaskiwin	264	617	326	663	1,606	59	92
Camrose	1315	696	391	671	1,758	74	93
Grande Prairie	2357	1,566	728	1,022	3,316	122	179
SEPARATE SCHOOL DISTRICTS:							
Calgary R.C.S.	1	11,497	5,762	4,509	21,768	777	1,076
Edmonton	7	16,092	8,047	6,977	31,116	1,252	1,642
Lethbridge	9	1,172	643	471	2,286	90	116
Wetaskiwin	15	137	77		214	9	11
Red Deer	17	681	367	319	1,367	53	70
Medicine Hat	21	964	439	419	1,822	75	97
Drumheller	25	183	97		280	9	12
Grande Prairie	28	584	243	118	945	35	47
Camrose	60	310	155		465	19	25
TOWN SCHOOL DISTRICTS:							
St. Albert	3	1,050	493	491	2,034	71	102
Cammore	168	208	132	107	447	21	25
Stettler	1475	502	287	665	1,454	57	90
Brooks	2092	706	325	355	1,386	51	70
St. Paul	2228	698	374		1,072	46	64
Redcliff	2283	359	168		527	20	25
Bonnyville	2665	498	249		747	34	39
Fort McMurray	2833	888	329	319	1,536	59	82
Hanna	2912	394	228	231	853	34	46
Devon	4972	355	169	146	670	22	32
Swan Hills	5109	280	88		368	14	16
Grande Cache	5258	634	241	95	970	37	56
TOWN SEPARATE SCHOOL DISTRICTS:							
Thibault C.P.	35	343	150	87	580	25	32
Glen Avon P.S.	5	337	169	–	506	20	25
St. Albert P.S.	6	1,562	769	565	2,896	109	150
St. Martin's R.C.S.	16	177	72	–	249	11	12
Pincher Creek – St. Michael's	18	238	121	73	432	21	25
Theresetta	23	92	52	48	192	9	12
McLennan	30	143	66	–	209	9	10
Wainwright	31	163	88	–	251	9	11
Fort McMurray	32	629	225	–	854	33	39
St. Thomas More	35	234	121	88	443	16	20
Spirit River	36	68	11	–	79	3	4
Rosary	37	156	63	–	219	9	11
Peace River	43	318	147	93	558	22	28
Killam	49	78	32		110	5	6
Assumption	50	75	42	–	117	5	5
Taber	54	301	138	103	542	22	29
High Prairie	56	277	112	–	389	17	19

Unit	No.	1 - 6	7 - 9	10 - 12	Total	Total Rooms	Gross Total Teachers
Cold Lake	64	113	68	55	236	10	26
Provost	65	130	78	80	288	12	16
Grand Centre	67	116	49	—	165	7	9
Beaverlodge	68	66	52		118	5	6
Coaldale	73	138	75		213	9	10
Picture Butte	79	124	60	—	184	9	9
Bow Island	82	119	54	52	225	11	12
Valleyview	84	262	97		359	12	15
Grimshaw	88	132	62		194	7	9
Whitecourt	94	129			129	6	6
Ponoka	95	142	64		206	9	10
Vermilion	97	178	91	88	357	13	17
Fort Saskatchewan	104	237	90		327	13	16
Westlock	110	184	80	79	343	12	17
Drayton Valley	111	287	132		419	18	19
RURAL SCHOOL DISTRICTS:							
Banff	102	302	143	207	652	24	34
Exshaw	1699	171	81		252	10	12
Jasper	3063	422	201	141	764	30	41
Nordegg	3211	69	12		81	4	4
Portsmouth	3705	6			6	1	1
Seebe	4192	17			17	1	1
Waterton Park	4233	15	5		20	2	2
Faraway	4689						
Grovedale	4910	81			81	3	3
Ralston	4981	109	64		173	19	12
Canadian Forces Base	4986	1,110	345		1,455	61	86
Mynarski Park	5012	186	73		259	12	16
Biggin Hill	5029	1,212	551		1,763	71	121
Buffalo Park	5047	61			61	4	5
RURAL SEPARATE SCHOOL DISTRICTS:							
Ft. Vermilion R.C.S	26	96	34		130	4	5
Sherwood Park	105	936	342	256	1,534	56	68
VILLAGE SCHOOL DISTRICTS:							
Stirling	647	83	42	32	157	7	10
Legal	1738	201	88	83	372	14	19
VILLAGE SEPARATE SCHOOL DISTRICTS							
St. Rita's R.C.S.	27	65	30		95	5	4
Sexsmith	51	67	40		107	5	5
Burdett	83	Nil					
Berwyn	89	Nil					
Nampa	96	62	25	—	87	4	5
CONSOLIDATED SCHOOL DISTRICTS:							
Barons	8	45	26		71	5	5
Lousana	38	28	19		47	3	3
Falher	69	274	143	126	543	22	26

TABLE M (Cont'd.)

Unit	No.	1 - 6	7 - 9	10 - 12	Total	Total Rooms	Gross Total Teachers
REGIONAL SCHOOL DISTRICTS:							
St. Paul	1	—	—	596	596	22	36
Bonnyville	4	—	—	432	432	18	27

DISTRICTS — NO OPERATING ENROLMENT:

Raymond No. 100; Morley No. 172; Lake Louise No. 1063; Rosenheim No. 1892; Western Ridge No. 2083; Hokenheim No. 2094; St. Isidore No. 5054; Muskeg River No. 5092; Kestone Valley No. 5098; Harvie Heights No. 5198; Susa Creek No. 5252; Smithread P.S. No. 7; Mazenod No. 42; St. Monica No. 44; Crossroads No. 46; Mount Star No. 58; Morning View No. 59; Kleskun Hill No. 61; Equity No. 62; MacHenry No. 63; Hayter No. 70; Luxemburg No. 71; South Coaldale No. 74; North Coaldale No. 75; East Coaldale No. 76; Granite Falls No. 77; Battersea No. 78; Winnifred No. 81; Huntsville No. 85; Strand No. 86; Trowsdale No. 98; Harmon Valley No. 99; Gartley No. 101; White Rose No. 102; Morning Glory No. 103; Bulmer No. 106; Shaughnessy No. 107; Rosedale No. 108; Nacmine No. 109; Rosemount No. 112; Courtland Hill No. 113; Sampson No. 115; Wye No. 116; Hayfield No. 117; Rio Grande No. 118; North Beaverlodge No. 119; Tomahawk No. 120; Violet Grove No. 121; Aubindale No. 122; Lansdell No. 123; Bevin No. 124; Willow Trail No. 125; Burdett No. 83; Berwyn No. 89.

TOTAL ENROLMENT —	218,778	111,160	92,395	422,333		
TOTAL NUMBER OF ROOMS:					16,587	
TOTAL NUMBER OF TEACHERS:						22,272

TABLE N

CLASSIFICATION OF SCHOOLS BY NUMBER OF CLASSROOMS

Number of Classrooms in School or School Systems	No. of Schools 1970-71	1971-72	1972-73	Two Year Increase in Schools	Two Year Decrease in Schools
1	86	91	82		4
2	68	61	71	3	—
3	62	55	65	2	—
4	87	79	96	9	—
5	69	66	59	—	10
6	68	75	84	16	-
7	61	51	46		15
8	53	53	66	13	
9	87	90	94	7	
10	70	82	67		3
11 - 15	317	300	305		12
16 - 20	163	188	167	4	
21 - 25	108	98	97		11
26 - 30	42	42	47	5	
31 or more	40	45	48	8	
				(67)	(55)
TOTAL	1,382	1,376	1,394	12	

During the same two year period the total number of classrooms increased by **12**.

TABLE O

DISTRIBUTION OF PUPILS BY SEX, GRADE AND AGE AS AT SEPTEMBER 30, 1972

	Sex	Less than 5 yrs. 6 mos.	5 yrs. 6 mos. Less than 6 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs	12 yrs	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. & over	Total by Sex	Total by Grade	Percentage of Enrolment	Median Age
Kindergarten	Boys	1,296	214	16																			
	Girls	1,208	178	5	1																		
Grade I	Boys	62	5,484	10,613	972	67	12	3	2						1				1	17,219			
	Girls	76	5,431	9,832	871	34	7	1	1										1	15,954	33,173	7.86	6.22
Grade II	Boys		12	5,003	10,984	1,363	118	10	7	3		1			2					17,512			
	Girls		62	5,022	10,158	831	89	13	5	2	1				1					16,183	33,695	7.98	7.28
Grade III	Boys		2	33	4,943	11,923	1,695	270	36	8	2	2							3	18,872			
	Girls			46	5,268	11,649	973	114	18	3	3					1	2		1	18,078	36,950	8.75	8.32
Grade IV	Boys				100	4,759	12,248	1,960	268	63	14	5	2	1					2	19,414			
	Girls				46	4,977	11,089	1,[illegible]	160	37	13	3	2		2	1			1	18,426	37,840	8.96	9.36
Grade V	Boys				1	68	4,406	11,947	2,176	395	70	7	4		1				2	18,985			
	Girls				1	68	4,060	11,540	1,202	181	20	3	1		2					18,287	37,272	8.83	10.38
Grade VI	Boys					4	11	4,267	11,800	2,453	390	80	12	4	1				2	19,095			
	Girls					1	11	4,271	11,611	1,625	200	33	3							18,170	37,265	8.82	11.40
Elementary Opportunity	Boys	82	29	72	167	262	301	[illegible]	344											1,612			
	Girls	76	19	53	117	145	171	200	184											971	2,583	61	9.28
Grade VII	Boys						1	80	4,187	11,574	2,760	546	136	17		1				19,281			
	Girls							96	4,503	11,674	1,742	299	67	10	1			1		18,357	37,638	8.91	12.44
Grade VIII	Boys						1		99	4,165	11,162	2,712	645	79	9				1	18,878			
	Girls								181	4,694	11,033	1,991	304	50	9	2			2	17,866	36,744	8.70	13.43
Grade IX	Boys									93	3,910	10,382	2,623	475	66	7				17,556			
	Girls									110	4,681	10,424	1,547	253	29	7	2	2	2	16,927	34,483	8.17	14.42
Junior High Opportunity	Boys									323	370	285	226	108	51	32	11	8	1	1,415			
	Girls									160	183	214	141	89	48	21	15	7	2	880	2,295	.55	14.50
Grade X	Boys									1	102	3,738	10,063	2,431	521	90	23	6	11	16,986			
	Girls									2	100	4,363	10,077	1,947	236	50	17	3	13	16,408	33,394	7.90	15.43
Grade XI	Boys										1	92	3,332	8,898	2,103	392	60	14	6	14,898			
	Girls											121	3,921	8,954	1,261	192	30	13	12	14,504	29,402	6.96	16.41
Grade XII	Boys												110	3,278	8,280	2,991	610	153	128	15,550			
	Girls											4	170	3,876	8,136	1,376	217	89	181	14,049	29,599	7.00	17.51
Totals by Sex	Boys	144	5,527	15,721	17,167	18,436	18,851	18,862	18,869	19,038	18,804	17,850	17,123	15,291	11,035	3,513	704	181	157	217,273			
	Girls	152	5,512	14,953	16,161	17,705	18,203	18,242	18,045	18,202	17,823	17,060	16,235	14,779	9,725	1,650	283	115	215	205,060	422,333	100.00	11.74
GRAND TOTAL		296	11,039	30,674	33,328	36,141	37,054	37,104	36,914	37,240	36,627	34,910	33,358	30,070	20,760	5,163	987	296	372	422,333			
Percentage of Enrolment		.07	2.61	7.26	7.90	8.56	8.77	8.79	8.74	8.81	8.67	8.27	7.90	7.12	4.92	1.22	.23	.07	.09	100.00			

TABLE P

ACCELERATION AND RETARDATION
Enrolment as at September 1, 1972

	Under Modal Age			Modal Age		Over Modal Age		
	Number	Percent	Age	Number	Percent	Number	Percent	Total
Elementary:								
Grade I	11,053	33.32	6+	20,445	61.63	1,675	5.05	33,173
Grade II	10,099	29.97	7+	21,142	62.75	2,454	7.28	33,695
Grade III	10,292	27.85	8+	23,572	63.80	3,086	8.35	36,950
Grade IV	9,882	26.12	9+	24,225	64.02	3,733	9.86	37,840
Grade V	9,394	25.20	10+	23,796	63.85	4,082	10.95	37,272
Grade VI	9,232	24.78	11+	23,411	62.82	4,622	12.40	37,265
Elementary Opportunity	1,500	58.07	10+	555	21.49	528	20.44	2,583
Junior High School:								
Grade VII	8,966	23.82	12+	23,152	61.51	5,520	14.67	37,638
Grade VIII	9,140	24.87	13+	22,200	60.42	5,404	14.71	36,744
Grade IX	8,664	25.12	14+	20,806	60.34	5,013	14.54	34,483
Junior High Opportunity	483	21.05	13+	553	24.10	1,259	54.85	2,295
Senior High School:								
Grade X	8,306	24.87	15+	20,140	60.31	4,948	14.82	33,394
Grade XI	7,467	25.40	16+	17,852	60.72	4,083	13.88	29,402
Grade XII	7,438	25.13	17+	16,416	55.46	5,745	19.41	29,599
	111,916	26.50		258,265	61.15	52,152	12.35	422,333

Modal Age: The age of the largest group (Age as at September 1, 1972)

TABLE Q

POST SCHOOL RECORD OF PUPILS
Distribution of All Pupils Leaving School During the Calendar Year 1972 by Sex, Grade and Occupation

GRADES	Below Grade VII		VII		VIII		IX		X		XI		XII		Total	Total	
OCCUPATION	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
FURTHER EDUCATION AND TRAINING																	
(1) Transferred to another school outside of Alberta	448	416	227	197	242	260	249	191	220	243	155	204	125	115	1,666	1,626	3,292
(2) University or College (including Teachers' College)		1			1		3		2	1	15	9	2,145	1,946	2,166	1,957	4,123
(3) Other educational institutions (e.g. business or technical schools, nurses' training schools, etc.)	15	22	20	21	26	23	109	72	84	92	116	117	1,597	1,676	1,967	2,023	3,990
TOTAL TO FURTHER EDUCATION AND TRAINING	463	439	247	218	269	283	361	263	306	336	286	330	3,867	3,737	5,799	5,606	11,405
A. EMPLOYMENT																	
(1) Professional, proprietary and managerial, commercial financial					2	1	6		19	9	48	26	368	331	443	367	810
(2) Clerical			3	2	1	1	2		3	31	25	91	221	1,405	255	1,530	1,785
(3) Manufacturing and mechanical			4		6	3	18	1	40	6	119	14	470	48	657	72	729
(4) Construction			6		4		39		71		122	5	426	1	668	6	674
(5) Transportation and communication			6		2		4	2	22		39	11	294	92	367	105	472
(6) Service occupations – personal, protective, others			6	7	6	11	12	14	64	75	117	127	513	681	718	915	1,633
(7) Agriculture	6		23		56	3	61	4	141	1	149	3	594	21	1,030	32	1,062
(8) Fishing, hunting, trapping, mining, logging (including forestry)			9		31	1	71	1	39		54	6	156	2	310	10	320
(9) Labourers (not classified elsewhere)	1	1	17	2	43	4	92	17	236	38	309	339	621	97	1,319	498	1,817
(10) Unknown	6	8	18	8	27	19	87	62	342	242	446	277	1,142	932	2,068	1,548	3,616
TOTAL TO EMPLOYMENT	13	9	92	19	178	43	342	101	977	402	1,428	899	4,805	3,610	7,835	5,083	12,918
B. OTHER DESTINATIONS																	
(1) Marriage (Girls only). Boys should be classified by occupation or as out of work				4		13		27		101		222		659		1,026	1,026
(2) Helping at home – domestic duties (Girls only). Boys should be classified by occupation engaged in		10		29		59		79		142		117		248		684	684
(3) Out of work	6	1	19	1	53	7	74	23	185	84	177	106	403	229	917	451	1,368
(4) Death or Disability	8	6	12	2	10	1	15	6	21	25	39	38	20	31	125	109	234
(5) To Corrective Institutions	4		14	7	23	6	21	12	28	12	18		17	2	125	39	164
(6) Others (specify)	15	13	12	15	20	8	35	26	150	121	135	93	181	96	548	372	920
(7) Unknown	10	8	40	41	62	78	115	117	473	363	428	360	975	800	2,103	1,767	3,870
TOTAL OF OTHER DESTINATIONS	43	38	97	99	168	172	260	290	857	848	797	936	1,596	2,065	3,818	4,448	8,266
TOTAL OF A (EMPLOYMENT AND B (OTHER DESTINATIONS ONLY	56	47	189	118	346	215	602	391	1,834	1,250	2,225	1,835	6,401	5,675	11,653	9,531	21,184

TABLE R

PER PUPIL EXPENDITURE ON EDUCATION

1960-61, 1971-72, 1972-73

	1960-61(b)	1971-72(a)	1972-73(a)
All Schools (including Regional High Schools)			
Per year (enrolment)	348.24	866.96	950.22
School Divisions and Counties (including many Town, Village and Consolidated School Districts)			
Per year (enrolment)	406.22	911.46	990.57
School Districts not in Divisions or Counties			
City Public Schools – Per year (enrolment)	326.51	889.43	970.70
Town and Village Public Schools – Per year (enrolment)	295.33	800.16	932.38
Consolidated Schools – Per year (enrolment)	369.14	716.02	839.79
R.C. Separate Schools (City, Town, Village & Rural) Per year (enrolment)	262.77	792.03	871.29
City Separate Schools – Per year (enrolment)		811.10	903.21
Town and Village Separate Schools – Per year (enrolment)		708.60	736.14
Regional High Schools – Per year (enrolment)			941.91

Footnotes:

(a) 1971 and 1972 per pupil expenditures were obtained by dividing into the 1971 and 1972 expenditures the enrolments as of September 30, 1971 and September 30, 1972 respectively.

(b) 1968 was the last year for which June 30th enrolment data are available.

TABLE S

AVERAGE SALARY RATE OF TEACHERS 1971-72 AND 1972-73

	1971-72		1972-73	
	Number of Teachers	Average Salary Rate	Number of Teachers	Average Salary Rate
All Schools	22,255	10,547.61	22,272	11,522.78
Divisions and Counties	8,018	9,965.37	7,961	10,834.28
Public School Districts:				
City and Town Schools	10,074	11,040.55	10,029	12,081.96
Village Schools	30	9,992.17	29	11,008.66
Consolidated Schools	35	8,823.34	34	9,977.06
Regional High Schools	36	11,767.11	63	11,082.63
R.C. Separate School Districts:				
City and Town Schools	3,655	10,438.95	3,731	11,550.19
Village Schools	15	9,193.00	14	10,321.29

Includes temporary teachers

TEACHERS' SALARIES – 1972-73 IN ALL SCHOOLS

		No. of Teachers	Salaries Paid Highest	Lowest	Average
Academic, High School, Professional and Provisional	Male	8,335	35,000	5,562	13,020.80
	Female	7,899	21,160	5,294	11,311.63
Standard S, Standard E, Sr. E & I, and Conditional	Male	835	23,249	6,432	11,582.65
	Female	2,414	18,450	5,082	9,691.75
Jr. E & I, First, Second, Junior E, and St. E & St. S.	Male	224	28,705	7,650	11,821.67
	Female	2,520	25,990	5,300	8,981.61
Letter of Authority	Male	11	9,200	5,335	7,508.45
	Female	34	13,546	5,220	8,157.91
		22,272	35,000	5,082	11,522.78

Includes temporary teachers.

TABLE T

DISTRIBUTION OF TEACHING FORCE BY SALARY CLASSES

	1968-69			1969-70			1970-71			1971-72			1972-73		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Less than $ 3,000			–			–	–	–	–	–	–	–	–	–	–
$ 3,000 – 3,999		4	4					–	–	–	–	–	–		–
4,000 – 4,999	105	967	1,072	19	203	222	6	28	34	1	8	9	–	–	–
5,000 – 5,999	377	2,106	2,483	232	1,689	1,921	120	934	1,054	20	120	140	3	26	29
6,000 – 6,999	925	3,781	4,706	435	2,774	3,209	305	2,198	2,503	236	1,230	1,466	70	320	390
7,000 – 7,999	1,343	2,563	3,906	1,399	3,158	4,557	1,046	3,111	4,157	439	2,183	2,622	169	1,244	1,413
8,000 – 8,999	1,020	1,131	2,151	1,149	1,962	3,111	1,366	2,559	3,925	1,229	2,914	4,143	776	2,512	3,288
9,000 – 9,999	773	541	1,314	1,037	1,067	2,104	995	1,292	2,287	1,174	2,118	3,292	1,093	2,665	3,758
10,000 – 10,999	917	661	1,578	789	540	1,329	889	671	1,560	889	1,163	2,052	1,121	1,858	2,979
11,000 – 11,999	933	715	1,648	1,091	813	1,904	1,122	815	1,937	881	701	1,582	812	836	1,648
12,000 – 12,999	570	253	823	953	645	1,598	1,031	775	1,806	980	733	1,713	793	682	1,475
13,000 – 13,999	399	104	503	519	223	742	778	495	1,273	1,209	1,099	2,308	1,091	874	1,965
14,000 – 14,999	227	39	266	395	83	478	492	156	648	830	423	1,253	1,209	1,130	2,339
15,000 or more	223	10	233	494	58	552	732	138	870	1,380	295	1,675	2,268	720	2,988
	7,812	12,875	20,687	8,512	13,215	21,727	8,882	13,172	22,054	9,268	12,987	22,255	9,405	12,867	22,272

Includes temporary teachers.

TABLE U

REVENUE IN ALL SCHOOL DIVISIONS, DISTRICTS AND COUNTIES DURING THE YEAR 1972

Item	Divisions	Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total Revenue
School Foundation Programs Fund	$52,312,350	$67,514,931	$180,364,707	$16,286,500	$ 567,304	$ 500,367	$ 2,527,958	$ 721,810	320,795,927*
Other Grants (From Prov. Government)	2,477,556	1,076,696	6,615,827	583,118	3,173	4,508	55,205	38,302	10,854,385
Canadian Pension Plan	322,270	479,699	1,131,241	112,785	3,722	3,005	15,497	3,140	2,071,359
Unemployment Insurance Commission	126,653	102,330	464,486	42,030	1,480	1,110	5,263	1,363	744,715
Supplementary Requisition	5,881,124	7,873,044	34,438,011	1,709,623	62,501	38,463	344,791	— —	50,347,557
From Federal Government	3,249,648	1,000,303	1,930,334	745,056	8,797	— —	165,198	112,373	7,211,709
From Parents	748,617	931,152	651,950	298,891	7,252	9,380	48,029	23,434	2,718,705
From Other School Authorities	92,861	109,669	350,254	166,271	11,121	—	22,078	—	752,254
Sale of Capital Assets	216,253	206,542	6,305	37,285	7,[illegible]95	320	100	—	474,400
Rents	543,257	684,878	292,578	158,612	3,738	2,638	18,092	—	1,703,793
Dormitories	64,683	—	—	4,554	—	—	—	—	69,237
Cafeteria (Surplus)	5,443	—	44,537	—	—	—	—	—	49,980
Other Revenue	354,065	410,126	2,189,558	341,885	5,664	20,699	53,531	22,053	3,397,581
TOTAL OPERATIONAL REVENUE	66,394,780	80,389,370	228,479,788	20,486,610	682,347	580,490	3,255,742	922,475	401,191,602
Deficit	408,263	280,817	180,625	238,975	3,214	—	31,428	39,361	1,182,683
Surplus Used (If budgeted for)	166,998	896,547	3,419,440	92,952	—	5,400	13,162	6,448	4,600,947
TOTALS	$66,970,041	$81,566,734	$232,079,853	$20,818,537	$ 685,561	$ 585,890	$ 3,300,332	$ 968,284	$406,975,232

* The School Foundation Program Fund consisted of $109,090,043 from the requisition of 30 mills on the equalized assessment of the municipalties. in the Province, and the balance from a legislative appropriation of provincial general revenue.

TABLE V

EXPENDITURES IN ALL SCHOOL DIVISIONS, DISTRICTS AND COUNTIES DURING THE YEAR 1972

Item	Divisions	Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total Expenditures
Administration	$ 1,824,270	$ 2,348,792	$ 8,421,028	$ 755,647	$ 21,671	$ 23,405	$ 149,119	$ 28,555	$ 13,572,487
Instruction (Salaries and Expenses)	36,668,276	47,898,023	147,277,809	13,236,819	458,249	333,969	1,796,437	463,268	248,132,850
Instructional Aids	2,549,747	3,500,365	8,297,963	868,239	27,642	27,733	139,283	51,918	15,462,890
Tuition Agreements	394,756	400,726	502,317	124,669	4,672	4,357	42,158	–	1,473,655
Auxiliary Services	14,133	94,150	703,758	45,818	–	1,282	3,390	93	862,624
Cafeteria (Deficit)	6,909	15,731	182,718	3,487	–	–	–	–	208,845
Plant Operation and Maintenance	7,379,251	7,922,207	28,323,149	2,096,624	60,558	57,134	348,685	88,911	46,276,519
Debt Charges	7,340,721	7,224,711	28,535,543	2,346,376	31,545	45,890	462,439	335,539	46,322,764
Contribution to Capital and Loan Fund	907,936	1,117,397	2,838,689	380,788	434	2,277	39,525	–	5,287,046
Conveyance and Maintenance of Pupils	8,922,265	9,895,808	2,673,214	326,357	44,831	47,462	198,203	–	22,108,140
Other Expenditures	634,149	331,566	494,797	121,830	4,072	11,594	5,034	–	1,603,042
TOTAL OPERATIONAL EXPENDITURES	66,642,413	80,749,476	228,250,985	20,306,654	653,674	555,103	3,184,273	968,284	401,310,862
Surplus	319,867	677,541	3,826,889	475,500	31,887	30,787	113,995	–	5,476,466
Deficit from Previous Year Recovered	7,761	139,717	1,979	36,383	–	–	2,064	–	187,904
TOTALS	$ 66,970,041	$ 81,566,734	$232,079,853	$ 20,818,537	$ 685,561	$ 585,890	$ 3,300,332	$ 968,284	$406,975,232

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